

## **CHAPTER 2**

# **LEADERSHIP AND ADMINISTRATIVE RESPONSIBILITIES**

### **LEARNING OBJECTIVES**

Upon completion of this chapter, you should be able to do the following:

1. Define leadership responsibilities.
  2. Describe the procedures to design a work center schedule.
  3. Explain the responsibilities for completion of tasks on a work center schedule.
  4. Describe various forms of work center tasks.
  5. Identify various forms of subordinate development.
  6. Describe work center stability and requirements.
  7. Explain how to write enlisted performance evaluations.
  8. Explain the duties and responsibilities of the leading petty officer (LPO).
  9. Explain the responsibility of signature by authority.
  10. Describe the procedure of preparing routine naval correspondence and messages.
- 

As a first class petty officer, you will use your leadership skills in carrying out your administrative responsibilities. You will use your ability as a leader to motivate and counsel your personnel to ensure they complete work center tasks. Your many administrative tasks, such as planning, managing, and evaluating, will also require your leadership ability.

This chapter describes your leadership responsibilities as they relate to your administrative responsibilities. It explains how to assign tasks, manage personnel, and complete important documents, such as the enlisted evaluation report. In addition, it explains the various types of naval correspondence you must prepare and the naval writing standards you should follow. The chapter begins by discussing your work center responsibilities.

### **MANAGING THE WORK CENTER**

The work center that has a high degree of morale, good maintenance of equipment, and clean spaces has personnel with good leadership and management qualities. To manage your own

work center efficiently, you also must have those qualities. You must manage personnel, material, and time properly to ensure your work center meets the deadlines set for the completion of tasks.

### **WORK CENTER PERSONNEL AND MATERIAL**

You have many resources to help you accomplish tasks; the most important are the personnel and materials within your own division. To use personnel and materials to the greatest advantage, you must interact with your people and be familiar with your material resources. Therefore, do not confine yourself to the office. Spend a little time in your office in the morning and afternoon to carry out your administrative duties, but spend the rest of your time in the work area.

### **Assessment of Personnel and Material Readiness**

You should assess your division's personnel and material readiness daily and in more detail weekly. These assessments help you to know your

personnel better. They also give you an up-to-date account of task progression, tool and equipment conditions, and the amount of supplies used.

**PERSONNEL.** —When you assess your worker's performance, you will look at three areas:

1. Attitude
2. Knowledge
3. Work habits

When making your rounds in work spaces, assess the knowledge of the personnel working in each space. Observe the attitude and work habits of your people, how they handle their equipment, and the order in which they complete jobs. Ask subordinates questions about the job they are doing. Knowing your people's experience in each area will allow you to make decisions more quickly to achieve task accomplishment in case of personnel setbacks.

To keep abreast of the knowledge and experience of your personnel, randomly review each member's training records. Ensure records are all current and ensure each subordinate member is afforded the proper path toward advancement.

**MATERIAL.** —Make a daily inventory of each work space to determine the amount of materials being used so that you will know when to draw more supplies. Also make a weekly inventory so that you will know when to order additional supplies for your division.

**Division Supply Inventory.** —Each division or department uses the operating target (OPTAR) log to make a formal supply inventory. The OPTAR log shows all supplies in your division. Log all division orders in your division or department OPTAR log. Also log (1) when an item was ordered, (2) its stock number, (3) the cost, (4) and the OPTAR balance. At the end of each work week, or on whatever day you designate, prepare an inventory sheet of all materials and supplies in your division. This inventory sheet will give you a running account of all supplies.

**Division Tool Inventory.** —Maintain your tool inventory in much the same fashion as your supply inventory with the following exceptions:

1. Maintain a daily power tool log. List the name of the tool that is out of commission and

the nomenclature, stock number, and price of the broken part. Also include a check-out and check-in list of power tools in the log.

2. Maintain a daily hand tool log. List the name of the tool that is out of commission and the nomenclature, stock number, and price of the broken part. Include a check-out and check-in list of hand tools in the hand tool log.

3. Ensure all hand and power tools are assigned serial numbers; enter serial numbers into each log for easier tracking of tools.

**Division Damage Control Space Inventory or Inspection.** —Every division or work center should already have a log on hand that describes deficiencies and missing equipment in each of your spaces. That log is called the equipment deficiency log (EDL). The EDL contains information such as (1) the space, (2) space location, (3) the problem or deficiency, (4) when it was discovered, and (5) action taken. For missing equipment the EDL will contain information on (1) nomenclature of missing equipment, (2) stock number, (3) when it was placed on order, and (4) the form or forms used to order the missing equipment.

### **Work Center Requirements and Personnel Deficiencies**

For a work center to accomplish its goals and maintain an effective degree of operational readiness, it must maintain its most valuable resource—its personnel.

Just as you have a supply inventory for your division, the command maintains an inventory of people available. That inventory is called the enlisted distribution verification report (EDVR). From this report a division can better enable itself to fulfill any TAD requirements without an adverse effect on its work force.

**MANNING REQUIREMENTS.** —The EDVR is a computer printout of the number of personnel in each rate aboard the command. The EDVR lists personnel by order of rank and the amount of each rate allowable aboard the command.

**TAD REQUIREMENTS.** —Commands have a set amount of personnel it can provide for various TAD requirements and different schools. The TAD requirements are usually divided throughout the various departments based on the ship's overall manpower.

stoppages, logistics problems, and losses in manpower. You must learn how to extract information about the command mission from various command resources to schedule your workload.

## Command Operational Schedule

Every afloat command in the Navy has an operational schedule called the annual employment schedule (fig. 2-1). It lists the planned operations, assist visits, inspections, and ports of call for the fiscal year. From that schedule all

**Figure 2-1.—Sample annual employment schedule.**

Before making your work center schedule, combine information from the command's annual and quarterly employment schedules and the planning board for training input.

You have one more step to take before you can develop your work center schedule. You must determine a *timeline*; that is, the amount of time needed to complete the job. You need a timeline for two reasons:

- To determine a timeline, decide what the work center needs to do the job, such as tools and supplies. Then decide how much, if any, outside assistance the work center requires. By doing that,

With the help of your division chief, decide the urgency (or priority) of each work center job. List each job on your work center schedule based on its priority.

Use a pencil to make out and maintain your schedule because a change can occur without warning. Remember, the work center schedule will help you be a better manager. Use it wisely.

After you complete the work center schedule, fill out your quarterly training plan (fig. 2-4). The

[illegible]

**2-4**



quarterly training plan will show general military training, major inspections, and evolutions. The short-range schedule and monthly training plan (fig. 2-5) show everything your quarterly training plan shows, including your rate training plans. The weekly training plan (fig. 2-6) identifies the training scheduled for the current week.

### WORK CENTER TASKS

After completing and receiving approval of the work center schedule, you should set goals and deadlines for completing each job involved in the different work center tasks. Concentrating on the more immediate day-to-day goals leads to completion of each task on the work center schedule.

### Goals

When setting task goals, include your junior petty officers as part of the planning process. That

helps prevent misunderstandings between you and your subordinates.

To ensure completion of work center tasks in a safe, timely, and professional manner, consider six elements when setting goals for their completion:

1. Time restraints
2. Work center manning
3. Command's operation schedule
4. Other departments involved
5. Availability of tools and supplies
6. Job-plan revisions because of unforeseen problems

Any of these elements could cause a task to be delayed, thereby adversely affecting your command's mission.

| MONTHLY TRAINING PLAN |        |         |                      |          |        |          |
|-----------------------|--------|---------|----------------------|----------|--------|----------|
| MONTH OF _____        |        |         | TRAINING GROUP _____ |          |        |          |
| SUNDAY                | MONDAY | TUESDAY | WEDNESDAY            | THURSDAY | FRIDAY | SATURDAY |
|                       |        |         |                      |          |        | 1        |
| 2                     | 3      | 4       | 5                    | 6        | 7      | 8        |
| 9                     | 10     | 11      | 12                   | 13       | 14     | 15       |
| 16                    | 17     | 18      | 19                   | 20       | 21     | 22       |
| 23                    | 24     | 25      | 26                   | 27       | 28     | 29       |
| 30                    | 31     |         |                      |          |        |          |

SUBMITTED BY: \_\_\_\_\_
APPROVED BY: \_\_\_\_\_

Figure 2-5.—Monthly training plan.

## Deadlines

When junior petty officers meet with you regarding work center tasks, set a deadline for the completion of each phase of the task as shown on your long-range schedule. View the original date as the “carved-in-stone” date for task completion.

## Changes

As a supervisor you should keep abreast of any changes in divisional goals initiated by your department or command. You should accept new changes without forcing yourself and your work center into a mode of crisis management.

When attending department meetings, note the coordinated efforts of other divisions or departments in conjunction with the tasks of your

work center. Listen for information that could change your work schedule, such as situations that might cause a work stoppage. Let your superiors know if any changes could affect your present workload.

Check your spaces and the progress of work regularly so that you can give accurate information about work tasks at these meetings. Your superiors will work with you in easing any changes into your schedule. Don't leave a superior blindsighted because you didn't take the time to assess the work being accomplished in your division.

## Job Assignments

Aside from major jobs, task completion requires the assignment of some minor, but important, jobs. Yet supervisors sometimes neglect those minor jobs as the deadline

[illegible]

**Figure 2-6.—Weekly training plan.**

approaches for completion of one of the major jobs. Remember the old adage, "An ounce of prevention is worth a pound of cure"? Don't sacrifice seemingly less important jobs that are completed so often you take them for granted. Neglected too long, those sacrificed minor jobs could become the major jobs on your next quarterly schedule. Try to achieve a proper balance between assignments of major and minor jobs to prevent your division from falling behind in task completion.

Assign challenging jobs to junior petty officers to help them increase their leadership skills, but be careful not to assign jobs they cannot achieve. Unachievable jobs can make subordinates feel they have failed and interfere with the meeting of your task completion goal.

### **Responsibility**

Since many evolutions take place within your division at any given time, you need to delegate *authority* to your subordinates to help you achieve task completion. However, as the work center supervisor, you have the final *responsibility* for overall task completion.

Give subordinates the authority for overseeing jobs involved in completing each task. That will give them a feeling of self-worth, thereby fine-tuning their leadership skills. To delegate authority effectively, assign each petty officer to the job where he or she will do the most good.

To develop the leadership abilities of your subordinates and improve the efficiency of your organization, delegate authority to the lowest competent level. Always ensure the authority you delegate corresponds with the duties assigned.

## **COUNSELING**

Counseling subordinates is the most effective way to inform them of their standing in the division. Counseling on performance and military bearing identifies both the good and bad performers in your division and provides the means to correct any deficiencies. Your division can use three methods of counseling:

1. Generate a letter of Instruction or a command counseling sheet.
2. Make a Page 13 entry in the enlisted service record.
3. Discuss the positive and negative marks on the Enlisted Evaluation Report.

## **LETTERS OF INSTRUCTION AND COMMAND COUNSELING SHEETS**

Your division officer or division chief generates letters of instruction and command counseling sheets and forwards them up the chain of command for review and possible counseling. A counseling sheet notes a discrepancy, recommends a solution to that problem, and provides a follow-up date for reevaluation. A letter of instruction identifies a number of discrepancies individually and gives recommended solutions in addition to dates for reevaluation.

Divisions don't provide this type of counseling as punishment, but rather as a helpful tool to assist personnel with problems. Letters of instruction and command counseling sheets enable the command to solve problems using written guidance.

Counseling sheets and letters of instruction are not entered in a member's service jacket. However, they may be retained in the member's training jacket or division officer's notebook as evidence of improvement.

## **PAGE 13 ENTRY IN THE ENLISTED SERVICE RECORD**

Page 13 is the administrative remarks page of the enlisted service record used to provide a chronological record of significant miscellaneous entries not provided on other pages of the record. You can provide a page 13 entry regarding a subordinate member that reflects good or bad performance or pertains to military bearing. If you provide unfavorable information on page 13, you should have exhausted all other forms of divisional counseling. Always give careful consideration before submitting a page 13 entry for unfavorable actions, even though it is considered counseling.

A page 13 entry can be given for favorable performance as well as unfavorable performance and can have a very positive impact on a person's career. Figure 2-7 illustrates a page 13 entry containing different administrative entries.

## **ENLISTED PERFORMANCE EVALUATION REPORT**

Counseling is an integral part of the evaluation process and helps to give a performance appraisal the proper perspective and meaning. Counsel subordinates when reviewing their Enlisted



| ADMINISTRATIVE REMARKS                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SEE BUPERSMAN 5030420   |                                              |                    |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------|--------------------|-------------------------|
| SHIP OR STATION<br>USS GLORY (CVA-00)                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                              |                    |                         |
| 16 Mar 90:                                                                                                                                                                                                                                                                                                         | Failed to report before 2400, 15 March 1990 in accordance with orders issued by USS WALLACE B. GALLANT (DD-000). Reported aboard at 1100 this date having been an unauthorized absentee for about 11 hours.<br><br><div style="text-align: right; margin-top: 10px;"> <i>A. B. Seaman</i><br/> A. B. SEAMAN, LT, USN, Personnel Officer<br/> By direction of the Commanding Officer </div>                                                                                                                                 |                         |                                              |                    |                         |
| 18 Mar 90:                                                                                                                                                                                                                                                                                                         | At 1300, 18 March 1990, restricted to the limits of the ship awaiting disposition.<br><br><div style="text-align: right; margin-top: 10px;"> <i>A. B. Seaman</i><br/> A. B. SEAMAN, LT, USN, Personnel Officer<br/> By direction of the Commanding Officer </div>                                                                                                                                                                                                                                                          |                         |                                              |                    |                         |
| 19 Mar 90:                                                                                                                                                                                                                                                                                                         | At 1000, 19 March 1990 released from restriction and restored to full duty status.<br><br><div style="text-align: right; margin-top: 10px;"> <i>A. B. Seaman</i><br/> A. B. SEAMAN, LT, USN, Personnel Officer<br/> By direction of the Commanding Officer </div>                                                                                                                                                                                                                                                          |                         |                                              |                    |                         |
| 28 Mar 90:                                                                                                                                                                                                                                                                                                         | On unauthorized absence from 0800, 27 March 1990. Delivered on board by the local shore patrol at 0500 this date. On unauthorized absence for a period of about 21 hours.<br><br><div style="text-align: right; margin-top: 10px;"> <i>A. B. Seaman</i><br/> A. B. SEAMAN, LT, USN, Personnel Officer<br/> By direction of the Commanding Officer </div>                                                                                                                                                                   |                         |                                              |                    |                         |
| 31 Mar 90:                                                                                                                                                                                                                                                                                                         | On unauthorized absence for a period of about 7 hours. Having by lawful order of the Commanding Officer, USS GLORY (CVA-00) been restricted to the limits of the ship at 1300, 29 March 1990, did on or about 1700, 30 March 1990, break restriction by leaving the limits of the ship. Voluntarily returned aboard at 0130, 31 March 1990.<br><br><div style="text-align: right; margin-top: 10px;"> <i>A. B. Seaman</i><br/> A. B. SEAMAN, LT, USN, Personnel Officer<br/> By direction of the Commanding Officer </div> |                         |                                              |                    |                         |
| USE PAGE 6 NAVPERS 1070/606, TO RECORD LOST TIME IN EXCESS OF 24 HOURS.<br><br>See Navy Pay and Personnel Procedures Manual                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                              |                    |                         |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">NAME (Last, First, Middle)<br/>DOE, John Able</td> <td style="width: 20%; padding: 2px;">SSN<br/>888-88-8888</td> <td style="width: 30%; padding: 2px;">BRANCH AND CLASS<br/>USN</td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         | NAME (Last, First, Middle)<br>DOE, John Able | SSN<br>888-88-8888 | BRANCH AND CLASS<br>USN |
| NAME (Last, First, Middle)<br>DOE, John Able                                                                                                                                                                                                                                                                       | SSN<br>888-88-8888                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BRANCH AND CLASS<br>USN |                                              |                    |                         |
| <small>ADMINISTRATIVE REMARKS- NAVPERS 1070/613 (REV. 3-73) S/N 0106-018-6131      ☆GPO 74 794-605/6254      13 <span style="border: 1px solid black; padding: 0 2px;">3</span></small>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                              |                    |                         |

**Figure 2-7.—Administrative Remarks, NAVPERS 1070/613.**



Performance Evaluation Reports (figs. 2-8 and 2-9) with them. Then counsel them throughout the evaluation period about their professional growth and development.

When counseling, discuss the person's specific weaknesses and offer constructive suggestions for improvement. Counsel persons who do a good job, as well as those who don't. Point out their positive attributes, and let them know you appreciate their efforts. That will motivate them to continue doing a good job.

The current form consists of twelve evaluation trait blocks divided into five distinct areas. Professional factors are subdivided into military knowledge/performance and rating knowledge/performance. The personal traits area, divided into five traits, provides an accurate personality profile: initiative, reliability, military bearing, personal behavior, and human relations. The self-expression area contains an evaluation of the person's speaking and writing ability, which is vital to advancement and interpersonal relationships. Leadership is subdivided into two components—directing and counseling. A management block provides space for evaluation of the management ability of enlisted personnel in paygrades E-7, E-8, and E-9.

The revised report provides statements you may use for evaluation comments by marking a checkoff box; the former report required a written statement in the comments area. The revised report contains checkoff boxes for advancement recommendation status and for recording percentage of body fat. It also contains an area persons

being evaluated can mark to indicate they have seen the evaluation report and understand their rights under article 1122, *U.S. Navy Regulations*.

### Special Performance Evaluation Reports

Although the Enlisted Performance Evaluation Report is an important management tool, it is not the sole method of advising service members of their performance. You may also use the Special Performance Evaluation Report as an effective counseling aid, especially for personnel in paygrades E-1 through E-3. Give Special Evaluation Reports frequently, whether positive or negative, to provide a concrete input to the person concerned. They provide a more meaningful information base to superiors regarding advancement recommendations, striker board selections, and reenlistment recommendations.

### Command Responsibilities

Commanding officers have responsibility for the evaluation of all personnel assigned to them. However, they normally delegate the authority for making the initial evaluation to each person's immediate supervisor. The commanding officer, through designated representatives, is responsible for the accuracy, development, continuity, type, and timeliness of the enlisted performance evaluations.

| OCR TYPING FONT NOT REQUIRED FOR COMPLETION OF THIS SIDE |        |                                   |
|----------------------------------------------------------|--------|-----------------------------------|
| 50 MEMBER'S LAST NAME, INITIALS                          | 51 SSN | PERIOD OF REPORT<br>52 From 53 To |
| 54 DUTIES AND RESPONSIBILITIES                           |        |                                   |
| 55 SPECIAL ACHIEVEMENTS                                  |        |                                   |
| 56 EVALUATION COMMENTS                                   |        |                                   |

Figure 2-9.—Enlisted Performance Evaluation Report (back).



Each person should be given the opportunity to submit information the member believes should be included in the evaluation report. Personnel being evaluated should receive an Enlisted Performance Evaluation Report—Individual Input form, shown in figure 2-10. This form, often referred to as the “brag sheet,” allows personnel to make specific inputs to the evaluator. As a supervisor and an evaluator, establish a deadline for submission of the brag sheet to ensure you receive all information in time to include it on the performance evaluation report. The brag sheet may contain any factual information the person thinks is appropriate. However, as the reporting senior, you will decide what information the final evaluation report will contain.

The instruction covering the Enlisted Performance Evaluation Report requires commands to fully advise all members of their right to redress (to seek correction) and to provide access to reference material as appropriate. *Navy Regulations, Uniform Code of Military Justice, Military Personnel Manual (MILPERSMAN)*, and other directives contain information regarding individual rights. While commanding officers may delegate authority to sign certain enlisted performance evaluations, they are responsible for properly submitting evaluation reports; they may not delegate that responsibility.

## **Report Development**

Although you only have to submit evaluation reports on an annual basis, you should develop information for these reports on a daily basis. Leave nothing to the chance of memory. Develop an organized method of gathering enough information on which to base a thorough and accurate evaluation of a person's performance. When preparing the evaluation report, you can refer to that information for significant facts about the person instead of relying on your memory. Referring to that information also ensures the development of a factual report. Keep a record of command operations and of how well the division or unit performed as a whole throughout the period of evaluation. You may find that information helpful in developing individual reports.

## **Continuity**

Enlisted performance evaluations should maintain day-to-day continuity beginning with the day following a person's detachment from recruit

training. When a person is reporting to active duty for other than recruit training, begin the evaluation period the day the person begins travel to the duty station. When evaluating personnel with broken service, cover periods of duty involving their reoutfitting. Also cover periods of time when the member was not physically present at the command, such as leave and travel time before reporting aboard, while attending school, or while on TAD to the barracks. Such periods must be shown in either block 54 (Duties and Responsibilities) for TAD periods or block 55 (Special Achievements) for schools, as appropriate. The requirement for continuity ends when the member is discharged without immediate reenlistment, retires, transfers to Fleet Reserve, or is released from active duty to an inactive-standby status.

Special reports submitted to document superior or substandard performance and concurrent reports may or may not satisfy continuity requirements, depending on the circumstances involved. For example: YN1 Walter T. Door, assigned to USS *Bluewater* (DDG 00), receives an annual report on 30 November 1990. On 8 April 1991, he was selected as sailor-of-the-quarter and received a special performance evaluation for the period 1 January 1991 to 30 March 1991. The annual report, due 30 November 1991, should have maintained evaluation continuity by covering the period 1 December 1990 to 30 November 1991. On the other hand, AT1 John A. Doe, assigned to VA-00, received an annual report on 30 November 1990. On 1 December 1990, he was assigned TAD to AIMD, NAS Back Yard. On 30 November 1991, AIMD, NAS Back Yard, gave AT1 Doe a concurrent annual report, which covered the period 1 December 1990 to 30 November 1991. Since this concurrent report maintained continuity in his performance evaluation reports, no other report was required *if* the regular reporting senior adopted the report as a regular report.

## **Other Than Normal Evaluation Categories**

You may submit enlisted performance evaluations for reasons other than the normal requirement for an annual report, depending on the circumstances of the evaluation period. Newly reported personnel, personnel under instruction at schools, and persons awaiting disciplinary action are some of the people included in other than normal evaluation categories.

You must give a person on board a command for less than 90 days at the due date of a regular performance rating evaluation an evaluation of Not Observed in all areas. A period of less than 90 days is considered insufficient time for you to make an accurate evaluation of performance. If a member makes a notable contribution to the command within his or her first 90 days on board, you may assign a mark in the area or areas of contribution (for example, Rating Knowledge/Performance). Mark all other areas Not Observed.

You will normally evaluate personnel attending schools under a special category called "under instruction." Don't give people in this status comprehensive performance evaluations. Upon a person's completion of a course of instruction, submit a "Not Observed—Under Instruction" report. Normally, mark only the trait of military bearing (block 31). If the person has responsibilities as a class leader or has a similar leadership position and you have had sufficient time to observe the person (at least 90 days), also mark the traits of directing (block 36) and counseling (block 37). Mark all other traits, plus the overall evaluation block (block 39), Not Observed. Submit an evaluation on all persons who disenroll from any course of instruction for any cause (disciplinary action, inaptitude, etc.), regardless of course duration or cause of disenrollment.

Reviewing officials, such as selection boards, must give personnel appropriate professional credit for periods of "Under Instruction" even though they did not receive a comprehensive performance evaluation.

Do not use adverse evaluations or unfavorable comments as an alternative to punishment. Also do not substitute the evaluation process for appropriate disposition under the *Uniform Code of Military Justice (UCMJ)*. However, unless an acquittal has resulted, you can and should comment on misconduct if it pertains to the performance factor or trait being evaluated. Misconduct falls under three basic categories:

Category 1. An act of misconduct recorded as a conviction in a civilian criminal trial or a military court-martial or recorded as the subject of nonjudicial punishment under article 15, *UCMJ*

Category 2. An act of misconduct that is not the subject of a completed criminal trial, court-martial, or nonjudicial punishment (NJP) proceeding but is established through reliable evidence to the satisfaction of the reporting senior

Category 3. An act of misconduct that was the subject of a completed criminal trial, court-martial, or NJP proceeding but resulted in an acquittal or a finding of not guilty

If misconduct, as defined in the above categories, concerns the performance factor or trait being evaluated, then you may make an appropriate comment in the evaluation. If nonjudicial punishment is being considered, withhold comment on the misconduct until the nonjudicial punishment proceedings are final. If the matter is referred to a court-martial, withhold comment until the findings and the convening authority approves the sentence. If civil authorities are considering prosecution, withhold comment until the trial court makes a determination.

In other cases, you may make comments and evaluations based on the underlying misconduct that brings about a military apprehension or civilian arrest. You may make such comments even if that apprehension or arrest did not result in a formal charge, trial by court-martial, or trial in the civilian community. You may comment on underlying misconduct if the charge was not brought to trial because of a grant of immunity from prosecution. A grant of immunity may prevent prosecution, but it does not render the underlying conduct unobjectionable from the standpoint of a member's performance.

### **Timeliness**

Dates for submission of evaluation reports are coordinated with significant events in the enlisted career progression. Therefore, commanding officers should meet the submission dates so that an up-to-date performance appraisal is available for these special events. Timeliness of evaluation reports is especially critical in the selection board process where records for selection boards are prepared as much as 2 months ahead of the board's convening date. Missing or late evaluation reports complicate this process and could unintentionally affect a person's advancement opportunity.

### **Individual Rights and Responsibilities**

You have certain rights and responsibilities in regard to your evaluation. For detailed information about your rights and responsibilities, refer to *U.S. Navy Regulations*. Remember, you have the *right* to input information to your

evaluation and to ask for changes and corrections to it. You have the *responsibility* to ensure it contains accurate and up-to-date information.

**INDIVIDUAL INPUT.** —Members have the right and the responsibility to submit information they believe should be mentioned in their evaluation reports. They may submit information about any type of achievements of which you may not be aware. Types of information they may submit include, but are not limited to, off-duty educational achievements, completion of correspondence courses, and significant community involvement. You must judge whether to include such material in the finished evaluation. Members should submit information on the Enlisted Performance Evaluation Report—Individual Input (NAVPERS 1616/21), shown in figure 2-10.

**REVIEW.** —Members have the right to review their evaluation report before its final disposition. Final disposition means the report is transmitted to the Bureau of Naval Personnel (BUPERS), filed in the service record, or both.

Members must sign evaluation reports and mark the appropriate box to indicate their desire to make a statement. Signature on the evaluation report does not indicate agreement with the report. It indicates the member has reviewed the report, has received an explanation of his or her individual rights, and has been given the opportunity to make a statement. Each member must also verify the accuracy of the identification data contained in the report.

**AVENUES OF RECOURSE.** —Members may submit a statement concerning any adverse remarks in their evaluation. Members should make sure any statement is temperate in tone and confined to pertinent facts. The statement should not express opinions or criticize the motives of other persons. Members should submit the statement to BUPERS through the commanding officer of the activity that submitted the report. Members should not submit statements requesting removal or modification of performance evaluations filed in their record. The Chief of Naval Personnel does not have the authority to remove or modify evaluations filed in the record. A person who believes a report is inaccurate or unjust may take the following avenues of recourse:

- Article 138 of the *UCMJ* provides recourse for members of the armed forces who believe

themselves wronged by a commanding officer. It states that if the commanding officer refuses redress, members may complain to any superior officer. The superior officer forwards the complaint to the officer exercising general court-martial jurisdiction over the officer against whom it is made.

- Article 1150 of *Navy Regulations* outlines procedures for members of the naval service to seek redress for an act, omission, decision, or order of any person who is superior in rank or command.

- Article 1151 of *Navy Regulations* outlines the right of any person in the naval service to communicate with the commanding officer at a proper time and place. The procedure for such communication is commonly known as “request mast.” Personnel desiring to avail themselves of that privilege should consult local command regulations and policies.

**CORRECTION OF NAVAL RECORDS.** — Navy members may correct any injustice in their record by applying to the Board of Correction of Naval Records (BCNR).

The Legislative Reorganization Act of 1946 established the BCNR to relieve the Congress of the burden of considering private bills for the correction of naval records. The BCNR may recommend correction of an error or removal of an injustice in the record of a Navy member. To apply to the BCNR, the member should use a DD Form 149, Application for Correction of Military or Naval Record.

An application may require attention before a member's consideration by a selection board or before some other significant career event. In those cases, the BCNR must receive the application at least 90 days before the date the selection board convenes or before the date of the career event (advancements, assignments, etc.). Applications received less than 90 days before these dates will not normally complete processing before the board considers the record or the career event passes.

**ADVERSE REPORT.** —When writing the narrative of an evaluation report, be sure you make no comment that could inadvertently be interpreted as adverse in nature unless you so

intend. An adverse report (fig. 2-11) is one in which a mark of 2.8 or lower is assigned, one that does not recommend a member for advancement (an *X* in block 43), or one that has an adverse comment in the narrative section (block 56). If you make an adverse report about a person, you must refer the report to the person for comment. The person then must respond by either submitting a statement or communicating, in writing, a desire not to make a statement. Members are allowed up to 15 days in which to respond to adverse reports referred for statement or comment. Commanding officers may grant an extension of up to 15 days upon the member's written request.

**Petty Officers Third Class and Below.**—In the case of petty officers third class and below, if a report contains an adverse mark or comment, the

following entry is made in the member's service record on page 13:

I acknowledge having reviewed my Enlisted Performance Evaluation Report for the period \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_, which has been referred to me because of derogatory contents. Article 1122 of *Navy Regulations* has been explained to me, and I understand my rights to make a statement. It is my desire (to make a statement)(not to make a statement) concerning my adverse evaluation report.

The member signs the page 13 entry, and a member of the activity authorized to sign service record entries witnesses it.

| OCR TYPING FONT NOT REQUIRED FOR COMPLETION OF THIS SIDE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|
| 50 MEMBER'S LAST NAME, INITIALS<br>DOE, J. B.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 51 SSN<br>111-11-1111 | PERIOD OF REPORT<br>52 From 9 JAN01 53 To 9 DEC16 |
| 54 DUTIES AND RESPONSIBILITIES<br>Assigned to Military Support Office. Responsible for maintaining liaison with PERSUPPDET Anytown ID on matters relating to leave accounting, special requests, educational support matters, and personnel accounting. Prepares routine correspondence. Stands duty as Duty YN/PN.<br>LEAVE/TRAVEL: 9 JAN01-9 JAN15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                                                   |
| 55 SPECIAL ACHIEVEMENTS<br>NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                                                   |
| 56 EVALUATION COMMENTS<br>SPECIAL Evaluation submitted to document substandard performance and to support administrative reduction in rate in accordance with MILPERSMAN 3420140.<br><br>Petty Officer DOE reduced in rate as a result of incompetent professional performance. Assigned to Military Support Office, Petty Officer DOE has been derelict in performance of his duties; specifically, he:<br><br><ul style="list-style-type: none"> <li>- Destroyed leave papers ensuring friends were not charged for annual leave taken.</li> <li>- Failed to process numerous special request chits and requests for transfer (NAVPERS 1306/7). Ignored specific direction to accomplish these tasks.</li> <li>- Ignored specific direction to verify command's EDVR. EDVR has not been verified for four months.</li> <li>- Displayed lackadaisical attitude towards work assignments, customer services, and counselling.</li> </ul><br>Petty Officer DOE's daily accomplishments characterized by incompetence. Routine correspondence prepared incorrectly. Leadership abilities non-existent. Has failed to effectively follow-through on delegated assignments. Performance has declined to the point where co-workers, leading petty officer and Division Officer have been forced to assume his duties.<br><br>Not recommended for advancement/retention. |                       |                                                   |

Figure 2-11.—Example of adverse report.



If the member desires to make a statement, the command provides reasonable access to reference material and clerical assistance on request. Upon receipt of the member's statement, the commanding officer and, if desired, the reporting senior endorse and forward it to BUPERS along with the report. Such correspondence should not be signed "By direction."

When the service member does not desire to make a statement, the evaluation report is filed in the field service record without further action.

**Petty Officers Second Class and Above.** —In the case of a petty officer second class and above, refer an adverse evaluation report to the member for comment. The member should then respond, in writing, as to whether he or she desires to submit a statement or comment to the report. The member does that by marking Desired or Not Desired as appropriate on the evaluation form in block 44.

If the member states he or she desires to make a statement, the evaluation report is held awaiting completion of the statement by the member. The report is held for 15 days, or longer if an extension is requested by the member and granted.

The command must provide the member reasonable access to reference material and clerical assistance on request. The commanding officer and, if desired, the reporting senior sign the member's statement. Again, such correspondence should not be signed "By direction." If the member does not desire to make a statement, the report is forwarded to BUPERS.

### Signature of Member

The member must sign the performance evaluation report. As previously stated, the member's signature does not indicate concurrence with the contents of the report. It indicates the member has reviewed the report and acknowledged his or her rights under article 1122 of *Navy Regulations*. It also indicates the member has been given the opportunity to make a statement in connection with the report.

Sometimes you may not be able to obtain a member's signature on the performance evaluation report for the following reasons:

1. The member dies before he or she has the opportunity to sign the report.

2. The member is not mentally or physically capable of signing the report.
3. The member is a deserter. (Unauthorized absence [UA] of short duration is *not* sufficient cause for failing to obtain the member's signature. )
4. The member refuses to sign the report.
5. The member is unexpectedly assigned to a deterrent patrol.

In those instances, the reporting command forwards the appropriate copies under a cover letter giving the reason why the member's signature could not be obtained.

### Changes and Corrections

Changes or corrections to an evaluation report of petty officers third class and below require two conditions. First, the report must have been completed during the member's current enlistment. Second, the reporting senior or the commanding officer who changes it must have been serving as the commanding officer on the closing date of the report. If a change or correction takes place, the appropriate service record change will be reflected. However, the change will not be used to recompute a person's performance mark average for advancement or eligibility for a special program.

Evaluation reports of petty officers second class and above are considered final when submitted to BUPERS. You may not retrieve the reports for destruction, change, or correction. You may request correction of minor administrative or typographical errors or omissions after report submission by submitting a letter to BUPERS. That letter will become a permanent part of the member's service record.

### Supplemental Reports

If you need to reassess a member's performance, complete a supplemental report. The reporting senior or the commanding officer signs the supplemental report. Include a cover letter stating the reason for submission with the supplemental report. BUPERS will not accept a supplement to a report more than 2 years old.

A supplemental report does not replace the original report. If a member desires to have the original report removed, he or she must petition the Board for Corrections of Naval Records. As before, the supplemental report will not be used to compute performance mark averages for

advancement or eligibility for special programs. Supplemental report trait marks will be entered on page 9 of the service record with "SUP" entered in the reason column.

## **THE ENLISTED EVALUATION REPORT FORM**

The following is an excerpt from NAVMIL-PERSCOMINST 1616.1A. It is intended to help you properly fill out a rough enlisted performance evaluation.

### REPORT PREPARATION—

#### BLOCKS 1 THROUGH 26

**BLOCK 1—NAME (LAST, FIRST, MIDDLE NAME OR MIDDLE INITIAL).** Enter the member's last name, first name, and middle name or middle initial. Do not include spaces, hyphens, or apostrophes in the last name. Place a comma after the last name. If the member has an initial only, instead of a first or middle name, enclose the initial in quotation marks. If the name contains a suffix, such as Jr., Sr., or III, it follows the member's middle name or middle initial. If the member has no middle name, indicate that with the letters NMN.

EXAMPLES: SEAMAN, ABLE B.  
BOATE, "J"  
DOOR, WALTER T. JR.  
DOE, JANE NMN

**BLOCK 2—RATE/RATING.** Enter the member's rate abbreviation. If the rate abbreviation includes a designator enclosed in parentheses, such as (SS), (SW), (AW), or (DV), also enter the designator (enclosed in parentheses). When you include a designator, enter one space between the rate abbreviation and the opening parenthesis of the designator. For personnel serving in a frocked status, enter their frocked rate.

EXAMPLES: YN1 (SS)  
BM2 (DV)

**BLOCK 3—SSN.** Enter the member's social security number. Make sure the member verifies the social security number when he or she reviews the report. Incorrect social security numbers on documents may substantially delay processing.

Consequently, accuracy in this area is particularly important.

EXAMPLE: 123-45-6789

**BLOCKS 4 & 5—BRANCH/CLASS.** Enter an *X* in block 4 (USN) or block 5 (USNR), as appropriate. USNR includes Training and Administration of Reserve (TAR) personnel and Reserve personnel on active duty, inactive duty, temporary active duty, and active duty for training; canvassers/recruiters; and fleet reservists recalled to active duty.

**BLOCKS 6, 7, 8, & 9—STATUS.** Enter an *X* in one, and only one, of these blocks as appropriate based on the following:

- **BLOCK 6—ACTIVE.** Includes USN and USNR personnel serving on extended active duty, including TAR personnel, Fleet Reserve personnel recalled to active duty, and canvassers/recruiters.
- **BLOCK 7—INACTIVE.** Includes USNR personnel serving in a ready or drilling status.
- **BLOCK 8—TEMAC.** Includes USNR personnel on temporary active duty (TEMAC).
- **BLOCK 9—ANNUAL TRAINING.** Includes inactive USNR personnel serving a period of annual training (AT) with other than their permanently assigned unit.

**BLOCK 10—MEMBER'S SHIP OR STATION.** For REGULAR (block 18) reports, enter the member's permanent duty station. For CONCURRENT (block 19) reports, enter the unit at which the duty being evaluated was performed. Note that for both REGULAR and CONCURRENT reports, the place of duty may differ from the reporting senior's address. Use the short title of the command. For a ship or an aviation unit, use the hull number or squadron designator followed by the name of the ship or the aviation squadron's short title.

EXAMPLES: FF-1086 USS BREWTON  
VP-4 PATRON FOUR  
NAVSTA PEARL  
HARBOR HI

**BLOCK 11—MEMBER'S UIC.** Enter the five-position unit identification code (UIC) of the activity at which the duty being evaluated was performed.

**BLOCK 12—DATE REPORTED.** Enter the date the member reported to the activity listed in block 10. Fill in the date using the year/month/day format.

EXAMPLE: 84JAN01

**BLOCKS 13, 14, & 15—OCCASION FOR RE-PORT.** Enter an *X* and/or one of the authorized abbreviations. Abbreviations are listed in the specific instructions for block 15. If more than one block is applicable, you may make more than one entry. The following describes the type of report applicable to each block:

- **BLOCK 13—PERIODIC.** Periodic reports are those submitted on the reporting dates listed below:

|               |              |
|---------------|--------------|
| E-9           | 30 April     |
| E-8           | 30 September |
| E-7           | 30 September |
| E-6           | 30 November  |
| E-5           | 31 March     |
| E-4           | 30 June      |
| E-3 and below | 31 January   |

File a periodic report if at least 90 days has elapsed since the member was last evaluated. If the member has been on board the command for less than 90 days, file a periodic report only if more than 150 days has elapsed since the member was last evaluated. As an alternative, you may file a Not Observed report.

1. Extension of Reporting Period. If the member requests an extension from BUPERS by letter, commanding officers may extend periodic reports for periods not to exceed 90 days when they know the member will transfer or receive an "Other" (block 15) report within that period. This extension authority does not apply to reports for persons who are competing for advancement in the current advancement cycle or who are in

competition for a special program (Enlisted Commissioning Program [ECP], Limited Duty Officer [LDO] Program, etc.). In no case should more than 15 months elapse between evaluation reports.

2. Special Reports. The submission schedule listed above does not preclude reporting seniors from making more frequent submissions of special reports. Commanding officers are encouraged to submit a special evaluation report whenever justified to document superior or substandard performance. Additionally, commanding officers are strongly encouraged to submit more frequent performance evaluation reports for persons in paygrades E-1 through E-3. Frequent submission of these reports serves as an effective counseling aid. It also provides a larger data base from which command assignments, duty recommendations, advancement, and retention decisions may be made.

- **BLOCK 14—TRANSFER.** Transfer reports are those submitted upon a member's permanent change of station, including detachment to and from temporary duty. Reports completed at the conclusion of a period for annual training are also considered transfer reports. Give the reason for transfer and the member's next duty station, or the mailing address for personnel being separated, in block 56 (Evaluation Comments).

1. Transfers in connection with permanent change of station.

a. From permanent duty station. A report is required regardless of how long it has been since the person was last evaluated.

b. From temporary duty of any type.

(1) If temporary duty (TEM DU) was for 30 days or less, a report is not required. However, the TEM DU activity should place a performance information memorandum (PIM) in the member's field service record indicating the period of TEM DU. The PIM should include any leave/travel the member took before reporting and a brief description of the member's assigned duties. If the member was attending a school and completed it

satisfactorily, include the course title; the member's final grade; and class standing, if appropriate. The PIM should request that the next activity required to complete a report cover the period indicated and include appropriate information in block 54 (Duties and Responsibilities) or block 55 (Special Achievements), as appropriate.

(2) If TEMDU was for more than 30 days, completion of a report is required.

2. Transfers not in connection with permanent change of station. Transfers to or from temporary additional duty (TAD) are not occasions requiring the completion of performance evaluation reports. Based on mutual agreement, the TAD command may be required to provide "feeder" reports to the member's permanent command. Also, the TAD command may choose to complete a CONCURRENT report. However, maintaining continuity in the member's performance record remains the responsibility of the member's permanent command. Show periods when the member is away from his or her permanent command in block 54 (Duties and Responsibilities) or block 55 (Special Achievements) as appropriate, regardless of whether a CONCURRENT report was completed to cover the period.

3. Transfer from AT. A report is required upon transfer from a period of annual training (AT) based on chapter 4 of NAVMILPERSCOMINST 1616.1A.

- **BLOCK 15—OTHER.** OTHER report are those submitted on occasions other than the annual reporting date or transfer. Enter one of the following authorized abbreviations:

1. **ADV—Advancement.** Reports of this type are not required unless failure to complete one would result in the member's next report covering a period greater than 15 months. Reports for advancement in rate cover the period from the day subsequent to the closing date of the last report, which maintains continuity to the day before advancement.

2. **SPEC—Special.** Special reports document superior or substandard performance or are those completed on other

special occasions. Give the reason for the special report in the first line of block 56 (Evaluation Comments).

a. Special reports completed to document superior or substandard performance may be completed at the discretion of the reporting senior. Special reports may cover any period and do not have to maintain continuity in the person's performance record.

b. Special reports for change in status (promotion to officer status) are required regardless of the number of days since the member was last evaluated. These reports cover the period from the day following the closing date of the last report on file, which maintains continuity in the member's performance record, to the day before commissioning.

3. **DISCH—Discharge.** Reports on discharge from the naval service, without immediate reenlistment, are required regardless of how long ago the person was last evaluated. These reports cover the period from the day following the closing date of the last report on file, which maintains continuity in the person's performance record, to the day of discharge. Use of authority to extend reports is encouraged.

4. **RELACDU—Release from Active Duty.** Reports on a member's release from active duty are required regardless of the number of days since the member was last evaluated. These reports cover the period from the day following the closing date of the last report on file, which maintains continuity in the member's performance record, to the day of release. This category includes completion of the TEMAC contract.

5. **RET—Retirement.** Reports on a member's retirement are required regardless of the number of days since the member was last evaluated. These reports cover the period from the day following the closing date of the last report on file, which maintains continuity in the member's performance record, to the day of retirement.

6. **FLTRES—Transfer to the Fleet Reserve.** Reports on a member's transfer to the Fleet Reserve are required regardless of how long ago the member was last evaluated. Such reports cover the period from the day following the closing date of the last report on file, which maintains continuity

in the member's performance record, to the day of transfer to the Fleet Reserve.

**BLOCKS 16 & 17-PERIOD OF REPORT.**  
Enter the appropriate dates, as follows, using the year/month/day format:

EXAMPLE: 92 JUN30

- **BLOCK 16-FROM.** Enter the opening date of the evaluation period.
- **BLOCK 17—TO.** Enter the closing date of the evaluation period.

**BLOCK 18-REGULAR.** Mark this block if the evaluation is a regular report. A regular report is one completed by a reporting senior at the command to which the person is assigned for

duty, temporary duty of any type in connection with permanent change of station (PCS), or annual training (AT).

**BLOCK 19—CONCURRENT,** Mark this block if the evaluation is a concurrent report. A concurrent report is one that documents performance for an extended period of time during which the member's regular reporting senior cannot observe him or her; for example, periods of TAD. Do not submit concurrent reports for periods of less than 30 days.

**BLOCK 20-HEIGHT & WEIGHT/PHYS. QUAL.** In this block mark the coded entry that indicates the member's participation in the Navy's Physical Readiness Program as set forth in NMPCINST 1616.1A, enclosure 1. Enter the authorized code that indicates the category of the member's physical readiness test illustrated in figure 2-12.

#### CATEGORY

Passed PRT

Passed PRT, but measured overfat three or more consecutive test cycles

Failed PRT, or did not take PRT

Failed PRT three or more consecutive test cycles

Not allowed to take PRT medically diagnosed obesity

Medically diagnosed obese three or more consecutive test cycles

Medically waived from entire PRT

Medically waived from entire PRT and unable to measure body fat due to medical condition (includes pregnancy)

Member ordered TEMDU/TAD/ACDUTRA less than 20 weeks and was not tested or member pending medical clearance

#### CODED ENTRY

P/percent body fat  
(example P/16)

R/percent body fat  
(example R/33)

F/percent body fat  
(example F/25)

G/percent body fat  
(example G/20)

B/percent body fat  
(example B/38)

C/percent body fat  
(example C/27)

M/percent body fat  
(example M/20)

M/percent body fat  
(example M/00)

NOB

Figure 2-12.-Physical Readiness Program codes.

**BLOCK 21 -RESERVE PARTICIPATION.** Indicate the drill status of inactive Naval Reserve members only. Leave this block blank on active-duty, TEMAC, and annual training (blocks 6, 8, and 9) reports.

**BLOCK 22 -EFFECTIVE DATE OF RATE.** Unless the person is in a frocked status, enter the effective date the person was last advanced or reduced in paygrade in year/month/day format. If the person is in a frocked status on the closing date of the report, enter the word *frocked*. DO NOT ENTER DATE OF FROCKING. If the person was in a frocked status during part of the period of the report but was actually advanced on or before the closing date shown in block 17, enter the date of actual advancement.

EXAMPLE: 91 JAN16  
FROCKED

**BLOCKS 23, 24, 25, 26 -REPORTING SENIOR'S NAME, RANK, TITLE, AND SOCIAL SECURITY NUMBER (SSN).** Normally, the command's administration office will fill in these blocks; therefore, you will not normally have to fill them in on the rough evaluation report. If required to fill in these blocks, enter the following information:

- **BLOCK 23 -Enter the reporting senior's name (last and initials).**
- **BLOCK 24 -Enter the reporting senior's rank.**
- **BLOCK 25 -Enter the reporting senior's title.**
- **BLOCK 26 -Enter the reporting senior's social security number.**

**BLOCKS 27 THROUGH 40-  
EVALUATION SECTION.**

Enter an *X* in one, and only one, of the columns for each trait. (See the sample worksheet in NAVMILPERSCOMINST 1616.1A.) The evaluation section, in combination with the evaluation comments section (block 56), is the most important part of the evaluation report. Here, as the reporting supervisor, you assess the member's performance in certain key areas. Guided by the standard, assign a grade in each trait. If the member doesn't demonstrate performance in an evaluation trait area, a mark

in the Not Observed column for that trait is appropriate.

As a reporting supervisor, temper your standards by comparing the person's performance against others you have known of the same rate. For a person not assigned the normal duties of his or her rate or rating, compare that person's performance against others of the same paygrade performing similar duties. For example, compare the performance of a BM1 assigned duty normally associated with his or her rate against the performance of other BM1s. If that BM1 is an instructor, compare his or her performance against the performance of other petty officers first class also serving as instructors, regardless of the other instructors' ratings. Don't confuse this comparison with block 40 (Summary). Block 40 is the number of personnel in the member's paygrade rated in each overall area in block 39. The figures in block 40 will equal the total of all personnel in the member's paygrade evaluated, regardless of rating. Try to mark each trait objectively. Avoid the tendency to assign the same mark in all evaluation areas based on an overriding influence of a specific trait.

If a Totally Not Observed report is called for, complete it in the following manner:

1. Complete blocks 1 through 26 as previously prescribed.
2. Leave blocks 27 through 38 blank. Enter an X in the NOT OBS (not observed) column of block 39 only.
3. Leave block 40 (Summary) blank.
4. Leave blocks 41 through 43 (Advancement Recommendation) blank.
5. Complete blocks 44 through 55 as prescribed for those blocks.
6. In block 56 (Evaluation Comments), give the reason for the Not Observed report; for example, "Petty Officer \_\_\_\_\_ has been on board for less than 90 days. "

**BLOCK 27 -MILITARY KNOWLEDGE/  
PERFORMANCE.** Evaluate the person's knowledge of military customs and watch-standing duties and knowledge of, and contribution to, the command's mission; responsibilities within the chain of command; and his or her level of performance in these areas.

**BLOCK 28 -RATING KNOWLEDGE/  
PERFORMANCE.** Assess the member's knowledge of and level of performance of his or her job-related duties, application of technical and

professional skills, problem-solving abilities, and the ability to accept instruction or direction. Use this block to evaluate job performance whether or not the member is performing duties normally associated with his or her rating.

**BLOCK 29 -INITIATIVE.** Evaluate the member's ability to act appropriately and independently without specific direction while exercising sound judgment. Assess the member's ability to set goals and performance standards both personally and for others. Also use this block to evaluate the extent to which the member demonstrates resourcefulness and persistence in the face of obstacles.

**BLOCK 30 -RELIABILITY.** Assess the extent to which the person can be depended upon to perform assigned tasks successfully and the person's ability to persevere to ensure timely completion of assigned tasks. Also use this block to evaluate the extent to which the member is at his or her assigned place of duty when needed, the member's degree of support for command and Navy policies and initiatives, and the member's level of personal integrity.

**BLOCK 31 -MILITARY BEARING.** Rate the member's personal appearance, including physical fitness; wearing of the uniform; and, when appropriate, neatness in civilian attire; knowledge and practice of military courtesies; and the way the person presents himself or herself as a member of the Navy.

**BLOCK 32 -PERSONAL BEHAVIOR.** Assess the member's personal behavior, conduct both on and off duty, and demeanor during the reporting period. As the evaluator, in arriving at the final mark in this trait, consider any military or civilian offenses committed during the reporting period. Also use this block to judge the extent to which the member presents a model of exemplary behavior, including the degree of self-control under stress.

**BLOCK 33 -HUMAN RELATIONS INCLUDING EQUAL OPPORTUNITY.** Evaluate the member's ability to work successfully with peers, subordinates, and superiors and his or her contributions to command morale. Focus on evaluation of the member's support of the Navy's equal opportunity program.

**BLOCK 34 -SPEAKING ABILITY.** Rate the member's ability to effectively use the English language to express himself or herself orally. Also rate the person's correct usage of the language, clarity of speech, and organization and presentation of thoughts. Consider performance in formal presentations and/or informal discussions. For persons in paygrades E-1 through E-3, a grade in this trait is not required unless they clearly demonstrate they have this ability.

**BLOCK 35 -WRITING ABILITY.** Evaluate the member's ability to effectively use the English language in written communications. Rate the quality of the person's written work, presentation of thoughts, and correct usage of English grammar. For persons in paygrades E-1 through E-3, a grade in this trait is not required unless they clearly demonstrate they have this ability.

**BLOCK 36 -DIRECTING.** Evaluate the member's skill at leading others to the successful achievement of a common goal. Consider the member's ability to delegate, to gain commitment from others, and to challenge and inspire subordinates while maintaining positive and realistic expectations. Completion of this block is mandatory for personnel in paygrades E-4 through E-9. For persons in paygrades E-1 through E-3, a grade in this trait is not required unless they clearly demonstrate they have this ability.

**BLOCK 37 -COUNSELING.** Assess the member's skill at counseling personnel. Appraise the person's ability to confront where warranted and praise where justified, along with the person's ability to help subordinates resolve professional and/or personal problems. Also evaluate the person's support of the Navy retention programs. Completion of this block is mandatory for personnel in paygrades E-4 through E-9. For persons in paygrades E-1 through E-3, a grade in this trait is not required unless they clearly demonstrate they have this ability.

**BLOCK 38 -MANAGEMENT.** Evaluate the chief petty officer's ability to successfully manage people and the material, financial, and time resources under his or her control. Measure the member's ability to plan and organize, to optimize the use of available resources, to monitor results, to create team spirit, and to develop subordinates.

Complete this block for personnel in paygrades E-7 through E-9 only. For personnel in paygrades E-1 through E-6, enter an *X* in the Not Observed column for this trait.

#### BLOCK 39 -OVERALL EVALUATION.

Enter an overall evaluation mark that expresses an assessment of the member's overall value to the Navy. This mark should be consistent with the marks assigned in blocks 27 through 38; however, it need not be in direct agreement with the graded column that has received the majority of the marks assigned. Do not determine the overall evaluation mark through numerical averaging. Mark this block based on your judgment.

A mark of 4.0 in the overall evaluation block requires specific support as to why the member deserves the highest available mark. Explain the basis for the mark in block 56 (Evaluations Comments).

While showing the member's relative ranking among his or her peers is not mandatory, it is strongly encouraged, especially in the senior paygrades. If you choose to show the member's ranking, instead of placing an *X* in the grade column desired for block 39, enter a number that reflects the person's ranking in relation to all others who received the same overall evaluation grade. If you assign more than one member the same overall evaluation grade and you choose to rank personnel, rank all personnel who received that same overall evaluation grade.

BLOCK 40 -SUMMARY. You do not have to complete this block on reports for personnel in paygrades E-3 and below.

#### ADVANCEMENT RECOMMENDATION—BLOCKS 41 THROUGH 43

Enter an *X* in one, *and only one*, of the blocks.

BLOCK 41 -RECOMMENDED. Check this block if, in your view as the reporting supervisor, the person is fully capable of satisfactorily performing the duties and responsibilities of the next higher paygrade. You may check this block regardless of the person's qualification or eligibility for advancement. Checking this block constitutes an official recommendation for advancement, requiring appropriate service record entries.

BLOCK 42 -PROGRESSING TOWARD. Check this block if, in your view as the reporting

supervisor, the person is making progress toward being recommended for advancement, but is not at that time fully capable of satisfactorily performing the duties and responsibilities of the next higher paygrade. IF THE MEMBER HAS BEEN PREVIOUSLY RECOMMENDED FOR ADVANCEMENT, USE OF THIS BLOCK IS NOT AUTHORIZED.

BLOCK 43 -NOT RECOMMENDED. Check this block if, in your view as the reporting supervisor, the person is not capable of satisfactorily performing the duties and responsibilities of the next higher paygrade and is not making progress toward that end. If the person has been previously recommended for advancement but, in your view, is not now capable of performing satisfactorily at the next higher paygrade, use of this block is mandatory. Such action constitutes a withdrawal of the member's recommendation for advancement, which requires appropriate service record entries to be made. Since checking this block is an adverse action, you must explain the basis for the mark in block 56 (Evaluation Comments) and refer the matter to the member in writing.

#### SIGNATURES—BLOCKS 44 THROUGH 49

#### BLOCK 44 -SIGNATURE OF MEMBER.

BLOCK 45 -SIGNATURE OF REPORTING SENIOR. If you are the reporting senior, sign your name in this block. On reports for personnel in paygrades E-5 and above, sign the BUPERS copy; make sure the carbon copy of your signature is legible on the Field Service Record and Activity copies. Do not sign or make any marks on the original copy. Personnel may sign evaluation reports as authorized in the following paragraphs:

Commanders, commanding officers, and officers in charge, regardless of commissioned rank, may sign enlisted performance evaluation reports.

Commanders, commanding officers, civilian directors, and officers in charge may delegate authority to sign enlisted performance evaluation reports except where prohibited. They may delegate that authority only to naval officers in the rank of lieutenant commander (LCDR) or above, officers of another U.S. military service in an equivalent rank, or civilian personnel GM-13 or above. Officers and civilian personnel delegated



signature authority may only sign evaluation reports for those persons within their scopes of authority.

The commander, commanding officer, civilian director, or officer in charge signs the following evaluation reports. They will not delegate that authority.

1. Reports that contain a recommendation for advancement to paygrade E-8 or E-9; promotion to officer status (LDO, CWO); or any program leading to a commission (USNA, OCS, NROTC, BOOST, ECP, etc.).

2. Reports that withdraw a member's recommendation for advancement after authorization has been received.

BLOCK 46 -ADDRESS OF REPORTING SENIOR.

BLOCK 47 -TYPED NAME AND SIGNATURE OF REGULAR REPORTING SENIOR ON CONCURRENT REPORT.

BLOCK 48 -DATE FORWARDED.

BLOCK 49 -DATE FORWARDED (if 47 used)-As with blocks 23 through 26, the command's administrative office will normally fill out this block.

REVERSE SIDE OF THE FORM—  
BLOCKS 50 THROUGH 56

BLOCK 50 -MEMBER'S LAST NAME, INITIALS. Enter the member's last name, first initial, and middle initial.

BLOCK 51 -SSN. Enter the member's social security number. Ensure the member verifies the social security number when he or she reviews the report and verifies that it matches exactly the number placed in block 3.

BLOCK 52 -FROM. Enter the opening date of the evaluation period. That date should be identical to the date entered in block 16.

BLOCK 53 -TO. Enter the closing date of the evaluation period. That date should be identical to the date entered in block 17.

BLOCK 54 -DUTIES AND RESPONSIBILITIES. Complete this section of the evaluation report in brief but fully descriptive terms. Use

terms that describe the duties in a concise and factual manner and convey a clear meaning to all potential readers of the evaluation. The use of standard naval abbreviations is encouraged. However, avoid the use of unusual abbreviations or ones of a local nature. Unless provided for separately on the evaluation form, show the following, if applicable, in the duties and responsibilities section:

1. Primary Duty and Significant Collateral Duties. Specifically describe the member's duties, responsibilities, and scope of authority in performing these duties. Cover all duties, emphasizing those which are important.

2. Unusual Duties or Duties Outside Technical Area. For members performing duties outside their technical areas, such as master-at-arms or shore patrol, describe the actual duties they perform in such assignments.

3. Significant Deployment of the Command. Describe duties performed during a significant deployment of the command. A significant deployment of the command is any operational sortie or extended cruise away from the permanent duty station, home port, or home yard during which the person performs assigned tasks in other than a training or stand-down environment. Always relate combat actions, hostile situations, or particularly arduous or hazardous stints, as well as any other noteworthy conditions that may contribute to the significance of the report.

4. Special Assignment. Identify short periods when the member is on special assignment and not under direct observation of the regular reporting senior. Include periods when the person is assigned to shore patrol, the barracks, the galley, the master-at-arms force, and so forth. Show the period the person served in the special assignment.

5. Periods of Leave and Transit. Account for periods when the member was on a leave and transit status before reporting aboard.

BLOCK 55 -SPECIAL ACHIEVEMENTS.

1. Special Qualifications. Record all special qualifications, such as OOD underway, engineering officer of the watch (EOOW), diving officer of the watch, submarine warfare, surface warfare, or aircrewman, the member attained during the reporting period.

2. Service Schools. Give the name of the school, the length (from/to dates) of the school, and the person's class standing, if assigned.

Include schools attended in conjunction with the permanent change of station (PCS) not documented previously.

3. Educational Achievements. List any education the member obtained during the reporting period. Include high school and college courses, correspondence courses, non-Navy technical courses, and GED tests completed as well as degrees awarded.

**BLOCK 56 -EVALUATION COMMENTS.**  
**YOU MUST LIMIT EVALUATION COMMENTS TO THE SPACE PROVIDED. CONTINUATION SHEETS WILL NOT BE ACCEPTED.** Do not include narrative remarks in E-1 through E-3 evaluations. In petty officer third class evaluations, do not include narrative remarks, but list significant qualifications the person achieved during the reporting period (such as Top Watch [BT3] or Watch Captain [MS3]). Use of clear, concise, specific statements in bullet format is recommended. Do not use unusual abbreviations or acronyms, particularly those developed locally or those of a transitory nature. Written comments document and amplify other areas of the report. Comments should convey sufficient detail and conclusive facts to assure readers the evaluation is a true description of the member's performance. You do not have to confine comments to the scope of duties indicated in block 54 (Duties and Responsibilities). The following are other areas on which you should comment:

1. Arduous or Combat Conditions. Thoroughly document performance under arduous or combat conditions with type, length, and location. If the individual experienced an actual combat engagement or other hazardous action, comment on his or her performance.

2. Acts of Heroism. Describe acts of heroism in this section of the report. Examples include acts for which a personal decoration was recommended but not approved at a higher level or acts for which civilian recognition has been bestowed although a military decoration is not appropriate.

3. Awards. Indicate when the member has received a medal or an award during the reporting period. You need not comment on the actual events that resulted in the award or medal, provided appropriate documentation for the award or medal has been forwarded to the BUPERS.

4. Interactions With Foreign Nationals. When a member is assigned to overseas duty or

deploying commands, you may evaluate the member's result and significant interactions with foreign nationals. Reflect the positive contributions of the member toward the command's overseas diplomacy program in your comments. Also reflect the member's willingness to interact with foreign nationals in a way that would have a positive impact either directly with individual or indirectly in situations involving public observation.

5. Providing Services. Provide comments about those members serving in billets that provide services, such as post offices, special services offices, PASS offices, and personnel offices. Comment on their ability to provide courteous, responsible, and efficient services.

6. Personnel Supervised. For those members in supervisory positions, comments are encouraged concerning the number and grades of personnel supervised.

7. Naval Investigative Service (NIS) Reports. Do not refer specifically to NIS reports in evaluation reports.

8. Aircraft Accident Reports. Do not refer specifically to aircraft accident reports in evaluation reports.

9. Court-Martial Personnel. Article 37, *UCMJ*, specifically prohibits convening authorities and other commanding officers from censuring, reprimanding, or admonishing a court or any member with respect to the findings or sentence adjudged by the court, or with respect to any other exercise or functions in the conduct of the proceedings. In the preparation of evaluation reports, you may not rate or evaluate enlisted personnel on the basis of their performance of duty as members of a court-martial. However, you may state that a person served as a member of a court-martial.

10. Resolution of Weaknesses or Problems. Evaluation reports cover a specific period of performance. Therefore, you need not discuss weaknesses or problems addressed in a previous evaluation report in subsequent reports provided the weakness has been overcome or the problem resolved. The current trait mark should indicate the degree of accomplishment or resolution. If the member has made unsatisfactory progress toward resolution and the weakness or problems remain at an other than satisfactory level, you may assign appropriate trait marks and make narrative comments accordingly. Remember that reference to previous weaknesses or problems, even to report they no longer exist, will make the subsequent evaluation adverse. The evaluation

will then require referral to the member for comment based on article 1122, *U.S. Navy Regulations*.

11. Drug Use, Possession, and/or Trafficking. The commanding officer may, if deemed relevant to the person's performance, conduct, or potential, document in performance evaluation reports that the member illegally used or possessed drugs or drug paraphernalia. Comment is mandatory if the person is a proven trafficker in drugs or drug paraphernalia. Also, personnel E-7 and above who have been confirmed as illegally using or possessing drugs will have the occurrence fully documented in a special performance evaluation. Facts concerning illegal drug use, possession, or trafficking should be established by one of the following methods:

a. A positive urinalysis result, provided the result may form the basis for characterization of separation based on OPNAVINST 5350.4

b. A disclosure made as part of a voluntary self-referral procedure, provided the results may form the basis for characterization of separation based on OPNAVINST 5350.4

c. Seizure of unlawful drugs or drug paraphernalia in possession of the member during a search, the results of which would be admissible at trial by court-martial or in a civilian criminal trial

d. Admissions of drug abuse (other than "b" above) or eyewitness accounts of drug abuse considered reliable by the reporting senior

12. Alcohol Abuse and/or Alcoholism. As in the case of drug use, the commanding officer may, if deemed relevant to the person's performance evaluation, report that the member was unable to use alcohol in a responsible manner. If the member's alcohol use did not directly affect his or her performance, conduct, or potential, comment is not appropriate.

13. Medical Conditions. When a member suffers from a medical condition relevant to the person's performance or conduct, comment on the condition and its effects. When the condition is transitory and of short duration, use your own discretion about whether to comment. If a member has a medical condition of a long-standing nature that affects the person's performance, particularly with regard to the person's ability to overcome the condition, comments to that effect are appropriate.

14. Recommendations for Future Duty Assignments. Comment on future duty

assignments for which the member may be considered. Base the comments solely on your evaluation of the person's potential for serving in a specific duty assignment. You need not consider the member's eligibility for the assignment. Examples of future assignment for which comments are appropriate include overseas duty, instructor duty, recruiting duty, independent duty, or public relations.

15. Summary Recommendation. To include general comments on the member's trend of performance and potential for advancement, retention, and reenlistment is always appropriate. For Inactive Reserve members, you must include a retention recommendation.

16. Justification for Adverse Marks. An adverse mark or not recommending a member for advancement requires specific justifying comments.

17. Justification of Overall Evaluation Grade of 4.0. Assignment of an *overall* evaluation grade of 4.0 requires justifying comments.

18. Percentage of Body Fat and Physical Readiness Test (PRT). Comment on the percentage of body fat only if the member does not meet the minimum standards in enclosure (1) to OPNAVINST 6110.1D. Include comments pertaining to the Physical Readiness Test only if the member has failed to show progress in meeting minimum standards when no medically limiting circumstances exist.

## INPUT TOWARD POLICY

As a senior petty officer you can have a positive impact on command policies by submitting inputs to them correctly. Two methods of input can lead to changes: verbal and written.

### VERBAL

Verbal input is an oral recommendation about matters related to your division or department. You may make oral inputs about matters such as changes in muster times, changes in work hours to meet certain situations, or other modifications required to accomplish goals.

### WRITTEN

Written input is a recommendation about matters related to the betterment of the command. Submit written inputs only if they will improve the command as a whole. Personal gain should not be the issue.

Prepare written input in the form of a memorandum from yourself to the responsible party in your chain of command via your division officer and department head. Again, a written input should reflect a sincere interest in the betterment of the command as a whole. From there it will go through your department, to the command master chief, and then to the executive officer, all of whom will submit their recommendations. It will finally go to your commanding officer, who will give final approval or disapproval.

### **RECOMMENDING SUBORDINATES FOR COLLATERAL DUTIES**

Recommending personnel for collateral duties is one way you can develop your subordinates' ability to function in different skill environments. That type of development will help your subordinates during all phases of advancement in their naval career.

You can use two methods of recommending subordinates for collateral duties:

1. Verbal
2. Written

#### **VERBAL**

Give verbal recommendations for the assignment of subordinates to duties within the command level such as command master-at-arms force or mess decks master-at-arms. The departments involved usually arrange these collateral duties.

#### **WRITTEN**

Make written recommendations when the collateral duty involves a subordinate being temporarily assigned to work in another command and temporary additional duty (TAD) orders. Send a copy of the member's most recent evaluation to the receiving command as evidence that the person is capable and deserving of a chance to fill the collateral billet.

### **RECOMMENDING SUBORDINATES FOR AWARDS AND RECOGNITION**

One of your easiest and most rewarding tasks will be to give rewards for good performance; yet,

it is easily neglected. You can give different types of recognition. You can recognize good performance with rewards such as special liberty, permission to sleep late, and more time for noon chow. For subordinates who show extra dedication, you should go that extra mile by recommending them for awards or recognition.

### **TYPE OF RECOGNITION**

You can recommend subordinates for five types of recognition:

1. Petty officer and Sailor of the Quarter/Year
2. Letter of Appreciation
3. Letter of Commendation
4. Navy Achievement Medal
5. Meritorious Advancement

You must recommend subordinates for some of these awards in writing. However, just because you exercise the initiative to send in a recommendation doesn't mean it will be approved. That is why you must write strong and convincing recommendations. Your recommendations must convince other leaders in the chain of command that your subordinates truly stand out from their peers and deserve the award.

#### **WRITTEN FORMAT**

Writing subordinates' accomplishments in bullet format can make your recommendation stronger. A bullet format is more effective because it cuts out all the colorful phrases and gets to the point.

### **AUTHORITY AND RESPONSIBILITY OF A LEADING PETTY OFFICER (LPO)**

Authority is granted only to support you in carrying out your assigned duties and responsibilities. Authority falls into two categories: GENERAL and ORGANIZATIONAL. All officer and petty officers have the general authority needed to fulfill their duties and responsibilities by virtue of their positions within the Navy organization. Individuals have the organizational authority needed to fulfill their duties and responsibilities by virtue of assignment to a specific billet within an organizational subunit of the Navy (ship, station, staff, and so forth).

## **EVALUATION AND PRIORITIZATION OF DIVISION JOBS**

Your first and foremost responsibility as a leading petty officer is to evaluate and prioritize division jobs daily. Changes in the command's mission or other various changes could cause changes in the urgency of some jobs. You must blend these changes into division jobs without upsetting the routine.

## **DELEGATION OF AUTHORITY FOR TASK COMPLETION**

Since the exercise of authority is important to the growth of junior petty officers, delegate authority at every given opportunity. Realize, however, that every situation won't allow you to delegate.

Be careful not to overdelegate. Giving petty officers more authority than they can handle can sometimes destroy their confidence.

Remember that petty officers to whom you delegate authority may make mistakes. Learning to deal with their mistakes is a part of their training and professional growth.

Use delegation wisely. It is one of the biggest responsibilities the Navy has entrusted to you. It can make or break your junior petty officers and affect your future as a leader.

## **SIGNATURE AUTHORITY**

The commanding officer (CO), officer in charge (OIC), or person "acting" in either position must personally sign the following documents:

- Those which establish policy
- Those which center on changes to the command's mission and are addressed to higher authority
- Those which deal with certain aspects of military justice (The acting CO or acting OIC may sign these documents only if a staff legal officer finds that the commanding officer's signature is unnecessary.)
- Those required by law or regulation (e.g., ship's deck log)

## **Delegating Signature Authority**

The commanding officer may delegate signature authority to military and civilian subordinates and may authorize those subordinates to delegate signature authority further. Subdelegated signature authority may be delegated to the lowest responsible person whose position is reasonably related to the function involved. The CO must delegate signature authority in writing and should delegate to titles rather than names. When delegating signature authority, the CO should include a brief outline of the types of documents involved. The CO may delegate signature authority in the unit organization manual or instruction.

Authorized personnel may sign correspondence that falls within their areas of responsibility, unless good judgment calls for the signature of a higher official. When subordinates sign documents under delegated authority, they usually sign "By direction."

Only the original, which goes to the action addressee, must be signed. All other copies must have typed or stamped signature-block information below the signature area. The name of the signer appears in all capital letters on the fourth line below the text. Unless the signer has a certain preference, the initial(s) and last name are used. Do not include the signer's rank/rate or a complimentary close. Each line of the signature block starts at the center of the page. When you are typing a letter, add the signature block only when you are sure who will sign the correspondence. If you use a stamp, remember to mark all copies and avoid smeared or crooked impressions. The following are a few examples of signature authority that may be delegated to the leading petty officer:

- The signing or initialing of all service record pages except Page 1 (DD Form 4 or NAVPERS 1070/601) and DD Form 214
- The signing of special request chits for recommending or not recommending approval
- The signing of various 3-M documents, such as the weekly schedule, the automated

work request (AWR), and requests for repair parts

The *Department of the Navy Correspondence Manual*, SECNAVINST 5216.5C, gives specific guidance on signature authority.

### **Signature Block**

The term *By direction* will appear under the name of a subordinate who may sign official correspondence.

Example: A. B. SEAMAN  
By direction

The following will be added under the name of a person with by direction authority who signs orders affecting pay and allowances: the signer's title, *By direction of*, and the commanding officer's title.

Example: PAUL T. BOAT  
Executive Officer  
By direction of  
the Commanding Officer

### **Facsimile Stamps**

A commanding officer may authorize others to use stamps that duplicate his or her signature where the personal signing of correspondence causes hardship or is impractical. If you are authorized to use a facsimile stamp of someone else's signature, pen your initials next to each signature you stamp to authenticate the facsimile. Always safeguard such stamps from unauthorized use.

## **ROUTINE NAVAL CORRESPONDENCE AND MESSAGES**

As a senior petty officer, you will be required to compose two types of naval communication: naval messages and routine naval correspondence. The manner in which you prepare or allow your subordinates to prepare written material reflects upon your capabilities and attention to duty. Likewise, the quality of that communication addressed to other commands reflects upon your command. Therefore, you must know the basic policies and procedures for preparing naval messages and routine naval correspondence.

## **THE NAVAL MESSAGE**

A naval message is an official communication that qualifies for electrical transmission. A message is used for urgent communication where speed is of primary importance. Messages are not used when the necessary information can reach its destination in time for proper action by letter. Releasers of naval messages will determine whether a message will be released as a message (electrical transmission) or as a NAVGRAM (letter).

You may be called upon to supply pertinent information for the text of a naval message, such as equipment status, personnel status, cause of equipment failure, and predicted time of repair. At other times, you may be called upon to write (draft) a message with all of its necessary components.

If you must write a message, you need to know the proper format and how to follow basic message-drafting procedures. If you are given a message to read and interpret, you should know how a message is formatted and some of the communication terms and abbreviations used.

### **Types of Messages**

Most messages have at least one addressee responsible for taking action on the contents and for originating any necessary reply. Other addressees who have an official concern in the subject of the message, but who do not have the primary responsibility for acting on it, receive the message for information. Do not be confused by the term *information addressee*. Even though an information addressee usually is concerned only indirectly with a message, that addressee frequently must take action of some nature within the command. Some messages have only information addressees.

Messages may be divided into types based on how they are addressed:

- Single-address
- Multiple-address
- Book
- General

A single-address message is sent to one addressee only and may be either for action or information.

A multiple-address message is sent to two or more addressees, each of whom is aware of the other addressee(s). Each addressee is designated either as action or information.

A book message is sent to two or more addressees and is of such a nature that no addressee needs to know who the others are. Each addressee is informed whether the message is for action or information. The station sending a book message divides addressees into groups according to the relay stations serving them, and a separate message is prepared and transmitted to each relay station.

A general message has a wide standard distribution to all commands in an area under one command or to types of commands and activities. General messages are of many types, each of which carries an identifying title and is intended for a standard set of addressees, such as all commands, U.S. Pacific Fleet (ALCOMPAC). All messages of a given general message title are numbered serially throughout the calendar year; for example, a message numbered ALNAV 12-91 signifies it is the 12th message sent to all Navy activities (ALNAV) during 1991.

Normally you will come in contact only with single-address, multiple-address, and general messages. When you are drafting messages, you will be writing either a single- or multiple-addressee type of message.

### Preparing the Message

Your specific responsibilities concerning messages will depend on your involvement with each message. You may be the releaser, drafter, or the addressee (receiver) of the message. Any command or activity may be an originator.

**ORIGINATOR.** —The originator of a message is the authority (command or activity) in whose name the message is sent. The originator is responsible for the functions of the message drafter and message releaser.

**RELEASER.** —The message releaser is a designated person authorized to release a message for transmission in the name of the originator. The releaser is responsible for validating the contents of the message, for affirming the message is in compliance with message-drafting instructions, and for determining whether the draft of the message should be released as a message or as a NAVGRAM. Usually the commanding

officer is the releasing officer, but the commanding officer may delegate releasing authority.

**DRAFTER.** —The drafter is the person who composes the message. Among all personnel involved with message management, the drafter is the key to an effective program. The drafter necessarily must have the most detailed knowledge and understanding of basic message procedures. The drafter is responsible for the following:

1. Proper addressing
2. Proper application of security classification, special handling, and declassification markings required by *Department of the Navy Information and Personnel Security Program Regulation*, OPNAVINST 5510.1H
3. Selection of appropriate precedence
4. Correct formatting and accuracy of typing
5. Clear, concise composition

**ADDRESSEE.** —The addressee's responsibilities depend on the type of action required of the addressee in response to the message. An action addressee may be required take immediate action in response to the message. An information addressee normally is not required to take any action based on the message. In either case, the message may have to be readdressed to another activity, which will be discussed later.

### Message Precedence

The precedence has different meanings. To the drafter, it indicates the desired speed of delivery to the addressees. To the telecommunications center, it indicates the relative order of processing and delivery. To the addressees, it indicates the relative order in which they should determine the import ante of the message. The precedence assigned to a message is determined by the relative importance of the subject matter of the text and the desired writer-to-reader delivery time. Although the assignment of the precedence is the drafter's responsibility, the releaser of the message may change the precedence or mode of transmission.

**CATEGORIES.** —Messages are divided into four common precedence categories: Routine,

| PROSIGN | DESIGNATION                               | DEFINITION AND USE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | HANDLING REQUIREMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Z       | F<br>L<br>A<br>S<br>H                     | FLASH precedence is reserved for initial enemy contact messages or operational combat messages of extreme urgency. Brevity is mandatory.<br>Examples:<br>(1) Initial enemy contact reports.<br>(2) Messages recalling or diverting friendly aircraft about to bomb targets unexpectedly occupied by friendly forces; or messages taking emergency action to prevent conflict between friendly forces.<br>(3) Warnings of imminent large-scale attacks.<br>(4) Extremely urgent intelligence messages.<br>(5) Messages containing major strategic decisions of great urgency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | FLASH messages are hand-carried, processed, transmitted, and delivered in the order received and ahead of all other messages. Messages of lower precedence will be interrupted on all circuits involved until handling of the FLASH message is completed.<br><br>Time Standard:<br>As fast as possible with an objective of less than 10 minutes.                                                                                                                                                                                |
| O       | I<br>M<br>M<br>E<br>D<br>I<br>A<br>T<br>E | IMMEDIATE is the precedence reserved for messages relating to situations that gravely affect the national forces or populace, and require immediate delivery to the addressee(s).<br>Examples:<br>(1) Amplifying reports of initial enemy contact.<br>(2) Reports of unusual major movements of military forces of foreign powers in time of peace or strained relations.<br>(3) Messages that report enemy counterattack or request or cancel additional support.<br>(4) Attack orders to commit a force in reserve without delay.<br>(5) Messages concerning logistical support of special weapons when essential to sustain operations.<br>(6) Reports of widespread civil disturbance.<br>(7) Reports or warnings of grave natural disaster (earthquake, flood, storm, etc.).<br>(8) Requests for or directions concerning distress assistance.<br>(9) Urgent intelligence messages.<br>(10) Requests for news of aircraft in flight, flight plans, or cancellation messages to prevent unnecessary search/rescue action.<br>(11) Messages concerning immediate movement of naval, air, and ground forces. | IMMEDIATE messages are processed, transmitted, and delivered in the order received and ahead of all messages of lower precedence. If possible, messages of lower precedence will be interrupted on all circuits involved until the handling of the IMMEDIATE message is completed.<br><br>Time Standard: 30 minutes.                                                                                                                                                                                                             |
| P       | P<br>R<br>I<br>O<br>R<br>I<br>T<br>Y      | PRIORITY is the precedence reserved for messages that furnish essential information for the conduct of operations in progress. This is normally the highest precedence for administrative messages.<br>Examples:<br>(1) Situation reports on position of front where attack is impending or where fire or air support will be soon placed.<br>(2) Orders to aircraft formations or units to coincide with ground or naval operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PRIORITY messages are processed, transmitted, and delivered in the order received and ahead of all messages of ROUTINE precedence. ROUTINE messages being transmitted should not be interrupted unless they are extra long and a very substantial portion remains to be transmitted. PRIORITY messages should be delivered immediately upon receipt at the addressee destination. When commercial refile is required, the commercial precedence that most nearly corresponds to PRIORITY is used.<br><br>Time Standard: 3 hours. |
| R       | R<br>O<br>U<br>T<br>I<br>N<br>E           | ROUTINE is the precedence to use for all types of messages that justify transmission by rapid means unless of sufficient urgency to require a higher precedence.<br>Examples:<br>(1) Messages concerning normal peacetime military operations, programs, and projects.<br>(2) Messages concerning stabilized tactical operations.<br>(3) Operational plans concerning projected operations.<br>(4) Periodic or consolidated intelligence reports.<br>(5) Ship movement messages, except when time factors dictate use of a higher precedence.<br>(6) Supply and equipment requisition except when time factors dictate use of a higher precedence.<br>(7) Administrative, logistic, and personnel matters.                                                                                                                                                                                                                                                                                                                                                                                                     | ROUTINE messages are processed, transmitted, and delivered in the order received and after all messages of a higher precedence. When commercial refile is required, the lowest commercial precedence is used. ROUTINE messages received during nonduty hours at the addressee destination may be held for morning delivery unless specifically prohibited by the command concerned.<br><br>Time Standard: 6 hours.                                                                                                               |

Figure 2-13.—Examples of message precedences.



Priority, Immediate, and Flash. Figure 2-13 shows examples of the different types of precedence. complete information concerning message precedence is contained in Naval Telecommunications Procedures (NTP), *Telecommunications Users Manual*, NTP 3(H).

**Routine.** —Routine is the precedence assigned to all types of traffic that justify electrical transmission but are not of sufficient urgency to require a higher precedence. The Routine precedence is identified by the prosign *R*.

**Priority.** —Priority is the precedence reserved for messages that furnish essential information for the conduct of operations in progress. That is the highest precedence normally authorized for administrative messages. Priority precedence is identified by the prosign *P*.

**Immediate.** —Immediate precedence is reserved for messages relating to situations that gravely affect the national forces or populace and require immediate delivery to addressees. Immediate precedence is identified by the prosign *O*.

**Flash.** —Flash precedence is reserved for initial enemy contact reports or operational combat messages of extreme urgency. Message brevity is mandatory in Flash messages. Flash precedence is identified by the prosign *Z*.

Another precedence is the Emergency Command. The Emergency Command precedence (ECP) is not commonly used but preempts all other precedence. Its use is limited to the National Command Authority, certain designated commanders of unified and specified commands, and specifically designated emergency action command and control messages. When used, ECP is identified by the prosign *Y*.

Messages having both action and information addressees may be assigned a single precedence or a dual precedence. A dual precedence exists when a higher precedence is assigned to action addressees than to information addressees. The assignment of a dual precedence must be considered on all messages with information addressees when other than routine precedence is assigned to the action addressee(s).

**REACTION TIME.** —The precedence assigned to a message has no direct effect on the time by which a reply must be sent or on the precedence assigned to that reply. Each activity must establish its own requirements concerning

the acknowledgment of messages. The following factors should be considered when submitting a reply to a message:

1. Does the message have a reply due date?
2. Must the reply be forwarded by telecommunication message, or can it be sent by naval letter or NAVGRAM?

Regardless of the reaction times established locally, Flash and Emergency Command precedence messages requiring a reply must always be handled as quickly as possible. In some cases, you may be required to forward a reply to the originator in less than 30 minutes.

### Date-Time Group

The date-time group (DTG) is assigned to messages for identification purposes only. The DTG consists of six digits followed by a time-zone suffix (for example, 021930Z). The first pair of digits (02) denotes the day of the month; the second pair (19) indicates the hour; and the third pair (30), the minutes. All DTGs are expressed in Greenwich Mean Time (Z) unless otherwise directed by higher authority. In addition, the abbreviated month and year of origin are appended to the DTG. Therefore, the DTG 021930Z JAN 91 would be identified as a message being officially released from a communications facility for transmission at 1930 hours, Greenwich Mean Time, on the 2nd of January 1991.

Although not considered as part of the date-time group, the originator's name must be included in the identification of a specific message. For example, NETPMSA Pensacola FL 032115Z MAY 91 indicates a specific message originated by Naval Education and Training Program Management Support Activity, Pensacola, Florida. However, a message identified only by the DTG 032115Z MAY 91 is not properly identified since any command in the Navy could have released a message with the same DTG.

### Message Format

Figure 2-14 shows the Joint Message Form (DD-173/2). Naval Telecommunications Procedures (NTP), *Telecommunications Users Manual*, NTP 3(H), and *U.S. Navy Plain Language Directory*, NTP 3, SUPP-1 (K), give the fundamental format and procedures for preparing the naval message.

**ADDRESS COMPONENTS.** —The address consists of the plain language address (PLA); the message originator; and the action, information,

| JOINT MESSAGEFORM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |                               |    |            |      |                         |        |     |                 | SECURITY CLASSIFICATION |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------|----|------------|------|-------------------------|--------|-----|-----------------|-------------------------|--|--|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                          |                               |    |            |      |                         |        |     |                 | C O N F I D E N T I A L |  |  |  |
| PAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | DTG/RELEASE TIME                         |                               |    | PRECEDENCE |      | CLASS                   | SPECAT | LMF | CIC             | ORIG MSG IDENT          |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | DATE TIME                                | MONTH                         | YR | ACT        | INFO |                         |        |     |                 |                         |  |  |  |
| 01 of 02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 282108Z                                  | AUG                           | 9- | PP         | RR   | CCCC                    |        |     |                 |                         |  |  |  |
| BOOK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          | MESSAGE HANDLING INSTRUCTIONS |    |            |      |                         |        |     |                 |                         |  |  |  |
| <p>FROM: COMNAVTELCOM WASHINGTON DC</p> <p>TO: CNET PENSACOLA FL</p> <p>INFO NAVEDTRAPRODEVCEM FL</p> <p>C O N F I D E N T I A L //NO2309//</p> <p>SUBJ: MESSAGE FORMAT AND PROCEDURES {U}</p> <p>A. NTP 3</p> <p>1. {U} THIS MESSAGE ILLUSTRATES THE CORRECT FORMAT AND PROVIDES SOME BASIC PROCEDURES CONCERNING NAVAL MESSAGES IAW REF A. THIS MESSAGE IS A MULTIPLE ADDRESS TYPE MESSAGE. A PRIORITY PRECEDENCE HAS BEEN ASSIGNED TO THE ACTION ADDRESSEE AND A ROUTINE PRECEDENCE ASSIGNED TO THE INFORMATION ADDRESSEE.</p> <p>2. {U} AS IN NAVAL LETTERS, PARAGRAPHS AND SUBPARAGRAPHS OF A MESSAGE ARE NUMERICALLY AND ALPHABETICALLY IDENTIFIED.</p> <p>A. {U} WHEN A PARAGRAPH IS SUBDIVIDED, THERE SHOULD BE AT LEAST TWO SUBDIVISIONS OF THE SAME TYPE.</p> <p>B. {U} CLASSIFIED MESSAGES REQUIRE PARAGRAPHS AND SUBPARAGRAPHS TO BE MARKED WITH THE APPROPRIATE SECURITY CLASSIFICATIONS, AS IN A NAVAL LETTER.</p> <p>{1} {C} THIS SUBPARAGRAPH IS CLASSIFIED CONFIDENTIAL, WHILE THE LEAD-IN PARAGRAPH, PARA B, IS UNCLASSIFIED.</p> <p>DISTR</p> |                                          |                               |    |            |      |                         |        |     |                 |                         |  |  |  |
| DRAFTER TYPED NAME TITLE OFFICE SYMBOL PHONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                          |                               |    |            |      | SPECIAL INSTRUCTIONS    |        |     |                 |                         |  |  |  |
| APPROPRIATE INFORMATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |                               |    |            |      | MINIMIZE CONSIDERED     |        |     |                 |                         |  |  |  |
| RELEASE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | TYPED NAME TITLE OFFICE SYMBOL AND PHONE |                               |    |            |      | SECURITY CLASSIFICATION |        |     | DATE TIME GROUP |                         |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | APPROPRIATE INFORMATION                  |                               |    |            |      | CONFIDENTIAL            |        |     | 282108Z AUG 9-  |                         |  |  |  |
| SIGNATURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |                               |    |            |      |                         |        |     |                 |                         |  |  |  |

DD FORM 1 MAR 79 173/2 (OCR)
PREVIOUS EDITION IS OBSOLETE
12 GPO: 1978 - 302-178

Figure 2-14.—Joint Message Form (DD-173/2).

and exempted addressees. Plain language address is the phrase used to denote the format and ordinary language spelling of command short titles and geographical locations used in message addresses. The *NTP 3 SUPP-1(K)* and the *United States Military Communications Electronic Board (USMCEB)* publication list the authorized plain language addresses for naval messages.

The FROM, TO, INFO lines of a naval message contain plain language addresses. Messages must have only one originator address but may have unlimited action and information addressees.

Some messages may be addressed to activities listed under collective address designators (CADs) or address indicating groups (AIGs). Only authorized activities may originate these multiple-address messages. However, personnel responsible for determining whether action is required on incoming message must know which CADs and AIGs include their command.

**Collective Address Designator.** —Collective address designators are single-address, alphabetically sorted, common-interest groups. Each CAD represents a predetermined set of activities linked by an operational or administrative chain of command. Some examples of CADs are NAVFOREUR, NAVFORJAPAN, and CRUDES-FORSEVENTHFLT.

**Address Indicating Group.** —Address indicating groups represent predetermined lists of specific and frequently recurring combinations of action and information addressees or both. AIGs are identified by numbers that expedite message processing in both administrative and telecommunications channels and may pertain to the following:

- Alerts, air defense warnings, and operational or emergency actions
- Severe weather or destructive storm warnings
- Logistical transactions or reports
- Movement reports

**TEXT COMPONENTS.** —The text components of a message consist of the classification line, passing instructions line, subject line, reference line, and the basic text or message.

**Classification line.** —The classification line of the security classification and the standard subject identification code (SSIC). When applicable, the line also includes special-handling markings. The security classification or the designation UNCLAS, for unclassified information, must appear on all messages.

Certain types of messages require special-handling in addition to that provided by the security classification. Markings that indicate special-handling requirements (for example, SPECAT, LIMDIS, PERSONAL FOR) are placed in the classification line immediately following the security classification. NTP 3(H) contains specific instructions concerning special-handling markings.

The standard subject identification code is the last element of the classification line. It is required on all Navy-originated messages, except as noted in NTP 3(H). The SSIC is used as one method for the determination of internal message distribution. Be careful to select the SSIC that most completely and accurately corresponds to the message subject matter.

**Passing Instructions Line.** —Passing instructions, when applicable, are located on the line below the classification line. Passing instructions consist of office codes, symbols, or names. However, passing instructions may be used on naval messages only as authorized by NTP 3(H).

**Subject Line.** —The subject line begins on the line following the classification line or the passing instruction line when it is used. Message subject lines indicate to the reader the basic contents of the messages text. You may omit the subject line for tactical messages when the following occurs:

1. It will cause otherwise unclassified message to be classified.
2. It will noticeably increase the length of a short message.
3. The subject is readily apparent in the first line of the text.

**Reference Line.** —Reference lines are used as alternatives to the repeating of lengthy references within the text of the message. You may use any identifiable document, all messages, and telephone conversations in a message as long as the reference line is clear and specific. Letter each reference consecutively.

**Text.** —Use the proper choice of words and good writing techniques to help you write brief messages; however, do not make your message brief at the cost of accuracy. Limit the use of abbreviations to those that are self-evident or recognizable because of their long-established use. You may make exceptions in the case of currently authorized abbreviations used in routine administrative and technical traffic handled only by persons familiar with the abbreviations. Don't use short titles or abbreviations in the text if the message is addressed to a member of Congress, a commercial concern, or a nonmilitary address. Do not carry the use of uncommon phrases and modes of expression to the point that the meaning of the message becomes ambiguous or obscure. In case of doubt, clarity always takes precedence over brevity. The following are some punctuation and symbols you may use to enhance clarity within the message text:

Hyphen (-)  
Question mark (?)  
Colon (:)  
Dollar sign (\$)  
Apostrophe (')  
Ampersand (&)  
Parentheses (left and right) ( )  
Period (.)  
Comma (,)  
Virgule (or slant) (/)  
Quotation mark (")

You may not use the following punctuation marks and symbols in a naval message:

Number symbol (#)  
"At" sign (@)  
Percent (%)  
Fractions (1/2, 1/4, and so forth)  
Asterisk (\*)  
Underscore ( \_ )  
Cent sign (¢)

**DOWNGRADING AND DECLASSIFICATION MARKINGS.** —YOU must apply downgrading and declassification markings to all classified messages. These markings are located on the first line after the last line of the text. OPNAVINST 5510.1H contains specific information about appropriate markings.

### Message Readdresses

Frequently, a message must be transmitted to an activity that was not an addressee of the

message as it was originally drafted. This process is called "message readdressal." The originator or action addressee of a message may readdress that message for action or information to another activity. An information addressee may readdress a message for information purposes only.

When a readdressal message is prepared, it must be handled and accounted for as a complete, unique message. Readdressal messages carry a unique date-time group and supplementary heading and must be released by a person authorized to release messages.

### Message Cancellations

Only the originator may cancel a message. All message directives are automatically canceled 90 days following the release date, except under the following circumstances:

1. The text of a message provides for an earlier cancellation.
2. A subsequent message extends the cancellation date.
3. A message is reissued, by the originator, in standard directive format within 90 days of the release date.

### Minimize Condition

Minimize is a condition imposed by proper authority to reduce and control electrical message and telephone traffic. The purpose of minimize is to clear the telecommunications network of message and voice traffic in which urgency does not justify electrical transmission during an actual or simulated crisis. During periods of minimize, message drafters and releasers must review all messages to ensure electrical transmission is essential and the lowest precedence consistent with speed of service objectives is used. Messages prepared for electrical transmission under minimize conditions must have the phrase "MINIMIZE CONSIDERED" located in the special instructions block.

### OFFICIAL CORRESPONDENCE

As a senior petty officer, you will be required to compose correspondence from brief notes and occasionally from oral instructions. You will be required to prepare a first draft that will need only minor changes before the draft is ready for smooth typing. You must master the writing of short, routine correspondence to the point that

corrections are rarely needed before signature. In some situations, you will be the one to determine the type of correspondence to be used. To fulfill those requirements, you must understand the basic policies and procedures for preparing the various types of correspondence.

## Preparation of Correspondence

You or someone else at the departmental level prepares the rough draft of official outgoing correspondence. Persons of higher authority within the department then “chop,” or edit, the rough before it is sent to the executive officer or the administrative assistant for approval. Based on that premise, we will not attempt to explain and illustrate minute details regarding format requirements. The *Department of the Navy Correspondence Manual*, SECNAV Instruction 5216.5C, amply covers format requirements. However, the last section of this chapter covers naval writing standards.

Before starting the letter, decide whether you should use a Navy Mailed Message (NAVGRAM), a message, or a routine memorandum. That will require you to determine the nature of the communication. First, be sure exactly what the communication should accomplish. Next, consider factors such as format, references, enclosures, and the type of communication required.

When preparing correspondence, bear in mind that the usual purpose of Navy mail is to provide the reader with concisely stated information. If you turn out a confused, rambling, lengthy masterpiece, you only create an editing chore for the drafting officer. You may wind up doing the whole thing over. The following are some of the usual causes of confusion and rambling in a letter:

- Failure to follow the basic pattern of the subject (purpose, circumstances, action)
- Inclusion of more than a single idea in a sentence, more than one central thought in a paragraph, or more than a single subject in the letter
- Failure to consider the readers (Can they misinterpret your wording?)

Once you understand what the letter is to accomplish, you should follow certain steps to ensure good organization and continuity:

1. Arrange information in a logical order.

2. Complete each unit of information before moving on to the next.
3. Maintain continuity by providing transition from one unit of information to another.

In the first paragraph, state the purpose of the letter. In the following paragraphs, explain the circumstances and the action to be taken (give orders, make requests, give consent, or refuse permission). Be sure you follow a logical order; for example, first explain the problem (or circumstance); then give each step the reader should take to resolve the problem. Maintain continuity by showing the connection between one point of information and the next. For example, you might tell the reader certain information involves several methods and then immediately name those methods.

When the letter is in answer to or closely related to another letter, the first sentence should refer to that letter.

Example: 1. Reference (a) requested information about the allowance lists for the next 3 fiscal years. Reference (b) pointed out that such information is available for only 2 years in advance . . . .

No rule exists about the number of paragraphs one unit of information should contain. In letters of average length, each significant unit of information may be one paragraph. However, some units of information may require more than one paragraph to explain. Other explanations may be so simple that a single paragraph makes up the entire body of the correspondence. No matter how many paragraphs you write, be sure to follow the rules for good organization and continuity.

**TARGET DATE.** —The first step you should take when assigned a writing task is to determine the deadline or target date of the correspondence. That will allow you to budget your time effectively. Remember, not only must you draft the correspondence, but you must allow for others to review, revise, and type the correspondence. Then the final or smooth copy must be reviewed, corrected, and signed before the correspondence is released.

**FIRST DRAFT.** —Before writing the first draft of any correspondence, refer to any related correspondence to see how it is organized and worded. Note all the points you should cover.

Unless they are closely related, do not cover two subjects in one letter.

Next, write a rough draft. At this point, don't worry too much about spelling, punctuation, or other aspects of a finished style. Concentrate on getting all the necessary information in writing. Express your ideas as clearly and effectively as possible. If you can't immediately think of the right word to use, put down the best one you can think of. Then mark the spot and come back to it later to see if you can find another word that expresses your idea more clearly.

As you become more experienced, you will develop your own writing style. As a beginner, you should concentrate on simply getting your thoughts into writing.

**REVIEWING THE DRAFT.** -If possible, allow a little time to elapse after finishing the rough draft before going over it again. If time permits, put the it aside for a while and work on something else. When you resume work on the draft, you will be more objective and see ways of improving it.

When you first reread the draft, go through it from start to finish; stop only to make brief notes about how the text can be improved. Read the rough draft with a critical eye to determine if what you have written is correct, clear, and stated as effectively as possible. Then go through the draft again, referring to your notes and rewriting as needed.

Ensure the accuracy of any information, such as numbers and dates, cited from the references listed at the beginning of your letter. Correct any inaccuracies. Be sure you mention references shown in the heading of the letter in chronological order within the text at least once. Do not cover two subjects in one letter unless they are very closely related. That practice can result in administrative confusion when replies are required.

Often material does not fit smoothly with what comes next. To correct that problem, first check the organization of your ideas. Be sure your ideas follow a logical order. If your organization is good, then you may need to use transitional words or expressions to show the relation between one thought and the next. For example, you could use the transitional word *however* to show contrast between one idea and another. You might use the phrases *to begin with* or *in conclusion* to show a sequence of ideas.

If you think a passage may be unclear to the reader, have someone else read it. Should that

person have difficulty in understanding it, make changes, even if you must take out your favorite sentence. That happens occasionally even to the best of writers. Be glad you found those areas and had the opportunity to clarify them.

Review the draft for useless words. Take out words you don't need and words that add nothing to the meaning of your sentence. Change long words to shorter ones and take out intensives (extremely, undoubtedly, very much). Take out overworked introductory phrases (it is to be noted, it is a well-known fact that, in accordance with, we call your attention to the fact that). Sometimes you may need one of these phrases; however, if you don't need it, you should delete it.

While reviewing the rough draft, look for words used repeatedly; replace them with different words having the same meaning. Likewise, omit repetition of ideas. Although you may sometimes repeat words and ideas for emphasis, most repetition results from carelessness. Unless you have repeated words or ideas deliberately and for a purpose, either change or delete them.

While reviewing the draft, keep in mind the preferred style of the person who will sign the correspondence. Most people who sign correspondence have certain words and phrases they prefer and certain ones they do not allow. Learning those words and phrases as quickly as possible will eliminate the inconvenience of having to add or delete them each time.

**ACCEPTING CRITICISM.** -Once you have completed the smooth draft, you will probably feel a certain pride in your accomplishment. However, don't let yourself become fond of the way you have expressed something. If the draft must go through several reviewers before it is signed, you should accept the fact that changes will be made. The minute you permit yourself to become fond of your writing, you become reluctant to change, which can mean trouble in two ways. First, most writing can be improved; therefore, instead of allowing criticism to hurt your feelings, use it to improve your writing. Second, someone else will sign most Navy correspondence; so don't feel distressed if the signer insists on changing the wording before signing. After all, the signer assumes responsibility for the content of the correspondence.

If your wording is misunderstood or your reasoning is overlooked, bring it to the signer's attention. In such cases, you would be justified in defending what you have written. However, if the signer still doesn't accept your changes, you

should not feel the criticism is an attack on you personally. If you do, your capacity to learn from experience and to improve will be diminished.

**SMOOTH VERSION.** —Someone must check the smooth, or final, version of the correspondence before it is presented for signature. This task normally falls to the supervisor of the originating office. The supervisor should check the smooth correspondence for the following:

- Use of correct standard subject identification code (SSIC), if used
- Inclusion of all required information or the exact transcription of the approved draft
- Use of correct titles of all addressees (action, via, and information)
- Observance of proper chain of command for addressees
- Proper labeling and attachment of enclosures, if any
- Inclusion of proper number of enclosures
- Use of approved format

If the supervisor finds typographical or spelling errors, correct them in the manner approved by your command. If your command permits, you may make up to two ink corrections if they are neatly made.

**SECURITY CLASSIFICATION.** —Proper security classification of correspondence is a serious problem in the Navy, largely because people overclassify it. When you write correspondence, be sure you show the classification on the rough draft and handle the draft as required by that classification.

No simple rules for security exist. You must follow various policy directives, and, when in doubt, apply common sense. Overclassified correspondence results in too few people being informed too slowly.

Assign each piece of correspondence the lowest classification possible consistent with the proper protection of the information contained in it. You do not have to classify correspondence according to the classification of its references unless the correspondence is actually classified.

Classify correspondence and documents according to their content, not according to their relationship to other documents. That procedure is particularly important when documents are part of a series. Various paragraphs or sections of a single document may contain different classifications. The document must bear the highest overall classification of its contents. The assigned security manager will assist you in determining the correct security classification for outgoing correspondence.

*Department of the Navy Information and Personnel Security Program Regulation, OPNAVINST 5510.1H, contains regulations and guidance for classifying and safeguarding classified information.*

## Types of Correspondence

Official correspondence in its true sense covers all recorded communications, including messages. Since the preceding section covered naval messages, we have confined our discussion of types of correspondence in this section to letters and endorsements, memoranda, and NAVGRAMS.

**STANDARD NAVAL LETTER.** —Although you always double space rough text to allow space for reviewing officers to make corrections or insertions, always single space the smooth final copy. Figure 2-15 illustrates a one-page standard naval letter in finished form.

Before you begin the letter, you should determine the addressee(s) to enter in the To Block and the addressee(s), if any, to enter in the Via Block. Then follow the procedures shown in the *Department of the Navy Correspondence Manual, SECNAVINST 5216.5C* to prepare the letter.

**ENDORSEMENT.** —An endorsement is a brief form of a naval letter on which an official recommends action or makes comments, forwards a letter, redirects a misaddressed letter, or endorses a letter back to the originator for further information. You will frequently use endorsements to transmit correspondence through the chain of command. An endorsement becomes part of the basic letter; therefore, it is not routinely used to reply to a letter.

Place an endorsement on the signature page of the basic letter if space and length of endorsement permit (see fig. 2-16). The



1  
2  
3  
4  
—

\*DEPARTMENT OF THE NAVY  
\*Name of Activity  
\*Address

1  
2  
—

SSIC  
Code/\*Serial  
\*Date

1  
2  
—

From: Title of activity head, name of activity, location when needed

To: Title of activity head, name of activity, location when needed (Code)

Via: (1) Title of activity head, name of activity, location when needed (not numbered if only one)  
(2) Pattern of (1) repeated for next endorser

1  
2  
—

Subj: NORMAL WORD ORDER, ALL LETTERS CAPITALIZED

1  
2  
—

Ref: (a) Earlier communication that bears directly on subject at hand

1  
2  
—

Encl: (1) Material enclosed with letter identified in same way as reference, single enclosure numbered  
(2) Notation added for material sent separately (sep cover)

1  
2  
—

1. This example shows all the elements that might appear on the original of a one-page standard letter.

2. If you omit the date when you type the letter, start the from block on the fourth line below the code/serial to allow for an oversized date stamp.

3. Other full-page examples in this chapter and later ones show the spacing to follow for correspondence that variously omits via, reference, and enclosure blocks.

1  
2  
3  
4  
—

\*NAME OF SIGNER  
\*By direction

1  
2  
—

Copy to:  
Short title of information addressee (see SNDL)  
Short title of second information addressee

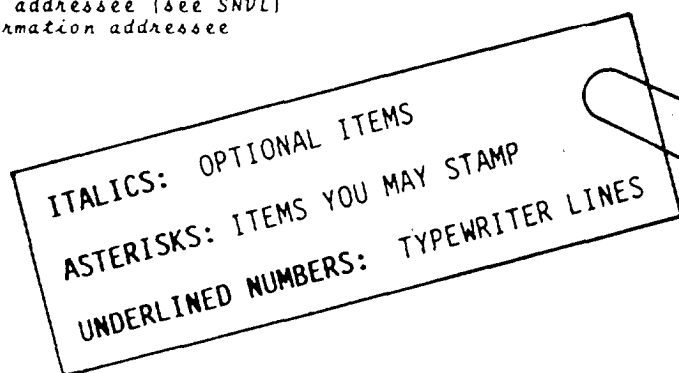


Figure 2-15.—Standard naval letter.





DEPARTMENT OF THE NAVY

NAVAL AIR STATION  
CECIL FIELD, FLORIDA 32215

1  
2

5216  
Ser 11/352  
3 Jun 9\_

1  
2

From: Commanding Officer, Naval Air Station, Cecil Field  
To: Commander in Chief, U.S. Atlantic Fleet  
Via: (1) Commander, Sea Based ASW Wings, Atlantic  
(2) Commander, Naval Air Force, U.S. Atlantic Fleet

1  
2

Subj: HOW TO PREPARE ENDORSEMENTS

Encl: (1) Orientation Schedule for Newcomers

1. Same-page endorsements may be added to a basic letter, like this one, or to a previous endorsement. This sentence cites enclosure (1).

1  
2  
3  
4  
1  
2  
1  
2

J. T. BOATE

Ser 019/870  
17 Jun 9\_

1  
2

FIRST ENDORSEMENT

1  
2

From: Commander, Sea Based ASW Wings, Atlantic  
To: Commander in Chief, U.S. Atlantic Fleet  
Via: Commander, Naval Air Force, U.S. Atlantic Fleet

1  
2

1. Start an endorsement on the same page as the latest communication if the answer to all three questions is yes:

- a. Is the latest communication less than a page?
- b. Will all of the endorsement fit on that page?
- c. Is the endorsement sure to be signed without revision?

2. A same-page endorsement may omit the SSIC, subject, and basic-letter's identification as long as the entire page will be photo-copied. However, all three elements are required if you make carbon copies. These elements also are required on all new-page endorsements, such as the one on the next page.

1  
2  
3  
4  
1  
2

J. R. FROST

Copy to:  
NAS Cecil Field (Code 11)


Figure 2-16.—Same-page endorsement.

endorsement should not run over to another page. Always place a lengthy endorsement on a separate page (fig. 2-17). Unless told otherwise, classify the endorsement with the highest classification appearing in the basic letter. Identify the endorsement by ordinal number (FIRST, SECOND, and so on).

**MEMORANDUM.** —Although various memorandum forms exist, the one most

frequently used is the simple "From-To" type between subordinates within the same activity. A Department of the Navy Memorandum (short or long) is available in a preprinted form (fig. 2-18).

When the addressee of the memorandum is outside the organization, you may use a plain or letterhead sheet of paper instead of the preprinted form. When choosing the plain-paper or letterhead style, type "MEMORANDUM" in



DEPARTMENT OF THE NAVY  
COMMANDER NAVAL AIR FORCE  
UNITED STATES ATLANTIC FLEET  
NORFOLK, VIRGINIA 23511

1  
2  
5216  
Ser N72/4201  
24 Jun 199\_

1  
2 SECOND ENDORSEMENT on NAS Cecil Field ltr 5216 Ser 11/352 of  
3 Jun 9\_

1  
2 From: Commander, Naval Air Force, U.S. Atlantic Fleet  
To: Commander in Chief, U.S. Atlantic Fleet

1  
2 Subj: HOW TO PREPARE ENDORSEMENTS

1  
2 Encl: (2) SECNAVINST 5216.5C

1  
2 1. Start an endorsement on a new page if the answer to one or  
more of these questions is no:

a. Is the latest communication less than a page?

b. Will all of the endorsement fit on that page?

c. Is the endorsement sure to be signed without revision?

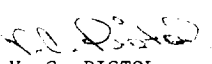
2. Number every page; continue the sequence of numbers from the  
previous communication, as explained in enclosure (2).

3. Like a same-page endorsement prepared with carbon copies,  
every new-page endorsement must--

a. Repeat the basic letter's SSIC.

b. Identify the basic letter in the endorsement-number block.

c. Use the basic letter's subject as its own.

  
V. C. PISTOL  
By direction

1  
2  
3  
4  
1  
2 Copy to:  
NAS Cecil Field (Code 11)  
\*COMSEABASEDASWWINGLANT (Code 019)

\*Prior endorser appears because second endorsement is significant.

2

Figure 2-17.—New-page endorsement.

## Memorandum

DATE 16 Mar 9\_

FROM: OP-09BR (77256)

TO: OP-09B

SUBJ: PRINTED MEMORANDUM FORM

Ref: (a) SECNAVINST 5216.5C

Encl: (1) Personnel Roster

1. This printed form is the most informal memorandum. Use it among individuals and offices of the same activity.
2. The memorandum form comes in three sizes.
  - a. OPNAV 5216/144A (8-1/2 by 11 inches): ☐
  - b. OPNAV 5216/144B (8-1/2 by 5-1/2 inches): ☐
  - c. OPNAV 5216/144C (5-1/2 by 8-1/2 inches): ☐
3. Except for the date, no sender's symbols are necessary.
4. Use names, titles, or codes in the from block and to block.
5. Allow a 1-inch left margin.
6. Type reference and enclosure headings under the printed headings. Note the headings for reference (a) and enclosure (1).
7. The writer signs his or her name without an authority line.
8. Very informal memorandums may be penned.
9. No file copy is necessary when the matter is insignificant or short lived.

*U.S. Navy*

Figure 2-18.—Printed memorandum form.

capital letters at the left margin. Two spaces below that type "From:" and proceed as you would for a naval letter. For very informal communications, the entire memorandum may be handwritten.

**NAVY MAILED MESSAGE (NAVGRAM).** -You will use NAVGRAMs for urgent communications between department of defense (DOD) addressees. Do not use them for non-DOD

addressees. The NAVGRAM follows normal administrative (letter) channels but has priority over routine correspondence.

The purpose of the NAVGRAM is to reduce Navy message volume. Releasers of Navy messages must look at each prepared Joint Message Form DD-173 to decide whether to transmit it electrically (naval message) or by mail

(NAVGRAM). Figure 2-14 shows the Joint Message Form.

If you decide to mail the message, write "NAVGRAM" below the signature block on the DD-173. The NAVGRAM will then be assigned a letter serial number and will be dated in the "DATE TIME GROUP" box in the lower right-hand corner of the form.

The DD-173 will then be stamped in the center of the page in light red ink with a 1 inch by 4 inch NAVGRAM stamp. The NAVGRAM will then be mailed.

The NAVGRAM is processed through administrative channels vice communications facilities and is given priority over routine correspondence. It is routed similar to a naval message; receives expeditious handling; and where practical, is included on the normal command message board.

### Correspondence Files

Because of the frequent rotation of personnel, the Navy uses a standard filing system. The system allows commands throughout the Navy to maintain official files efficiently, economically, and systematically. Whether assigned as the administrative LPO of a unit or as a supervisor of a work center, you must become familiar with the Navy filing system.

Correspondence files may consist of a centralized or decentralized system. In the centralized system, one specific office files and maintains all originals of incoming correspondence and official copies of outgoing correspondence. In a decentralized system, the office or work center that has primary concern over the subject matter of the correspondence files and maintains the originals or official copies. Regardless of the type of filing system used, personnel should be able to locate the desired correspondence when required.

Although confidential material, like all classified material, requires some degree of security protection, it may not require controlled routing. Depending on the type of document and local administrative procedures, you may route confidential material with either a route stamp or a control sheet.

The administrative office of the command must maintain various logbooks or records indicating the location (file or office) of all incoming and outgoing correspondence. That office must maintain the files as outlined in the *Department of the Navy File Maintenance*

*Procedures and Standard Subject Identification Codes (SSIC)*, SECNAVINST 5210.11D.

**FILING PROCEDURES.** —Commands should follow several procedures to effectively and economically maintain correspondence files. Each organization should authorize an office to have central control of activity files. That office should do the following:

- Assign personnel to coordinate all activity files
- Authorize official files and assign responsibility for files plans
- Locate the official files at an organizational level that ensures effective documentation, makes records accessible to major users, minimizes duplicate files, and aids records disposal
- Determine records retention and disposal standards and prepare local disposal instructions
- Perform periodic reviews of the files procedures

In filing material, you should not include unnecessary working papers, early drafts, extra copies, or information material. You should include the following:

- The incoming document
- Copy of the outgoing correspondence
- Any essential supporting documents

You may file material loose in folders unless you need to keep pages in a particular order. Then use prong fasteners, rather than staples, clips, or rubber bands, to attach materials to the file folder.

A document often concerns more than one subject, name, or case. When that occurs, file an extra copy under each subject; make sure each copy contains the location of the basic document.

You must keep track of documents removed from the files. When removing a document or an entire file, put a charge-out slip in its place. If the document is transferred among several people, update the charge-out slip upon each transfer.

At the end of each calendar year, you should close general correspondence files. Close all budget and accounting files at the end of each fiscal year. Hold closed files in an inactive status until destruction or transfer to a Federal Records Center. You may find more information concerning the disposal of files and records in this chapter under the "Accountability and Disposal of Correspondence" section.

### CONSTRUCTION OF STANDARD SUBJECT IDENTIFICATION CODES (SSIC). –

Standard subject identification codes (SSICs) provide a standard system of numbers used throughout the Navy to categorize, subject classify, and identify directives, letters, messages, forms, and reports. They also provide a standard system for setting up files. These codes cover most subjects found in general correspondence and other files; they reflect the functions and major organizational components of the Navy. The SSIC system consists of the 14 major subject groups shown in figure 2-19.

These major subject groups are subdivided into primary; secondary; and, sometimes, tertiary groups. Primary groups are designated by the last three digits (hundreds) of the code number. Secondary groups are further breakdowns of the primary groups and are identified by the last two digits (tens) of the code number. Tertiary groups consist of the last digit (units) of a secondary group. Examples of the primary, secondary, and tertiary subject groups are as follows:

| Military Personnel |             |                               |  |
|--------------------|-------------|-------------------------------|--|
| 1000 - 1999        |             |                               |  |
| Major Subject      | <u>1000</u> | Military Personnel General    |  |
| Primary            | <u>1500</u> | Training and Education        |  |
| Secondary          | <u>1510</u> | Enlisted Training             |  |
| Tertiary           | <u>1511</u> | Nuclear Power Training (Sub)  |  |
| Tertiary           | <u>1512</u> | Nuclear Power Training (Surf) |  |
| Secondary          | <u>1520</u> | Officer Training              |  |
| Tertiary           | <u>1522</u> | Nuclear Power Training (Sub)  |  |
| Tertiary           | <u>1523</u> | Nuclear Power Training (Surf) |  |

Some subject groups may not be subdivided below the primary group level, while other groups may be subdivided into the secondary or tertiary

level. The extent of the breakdown depends on the complexity of the major subject.

**ACCOUNTABILITY AND DISPOSAL OF CORRESPONDENCE.** —Commanding officers and officers in charge are responsible for the establishment, maintenance, and disposition of official files within their activity. Unless a system is maintained to keep track of the correspondence received, routed, issued, filed, or destroyed, correspondence may be misplaced or destroyed erroneously.

At shore activities, the administrative office is responsible for the accountability and destruction of all official incoming and outgoing correspondence. Administrative offices must be able to locate correspondence received or submitted by the command. Official correspondence must be accounted for during its handling, distribution, custody, storage, destruction, and sometimes even after its destruction.

Your responsibility as a senior petty officer is to support the accountability procedures of your command. When a letter is routed to your division for information or action, make sure it is returned to the administrative office or passed on for others to read. If you require a copy of the letter, contact the administrative office.

At some activities you maybe assigned as the administrative LPO. In that case you would be directly responsible for the maintenance and disposition of the official files of the command.

### NAVAL WRITING STANDARDS

Though correspondence formats are important, writing quality is more important. For that reason, this section tells you how to make your writing organized, natural, compact, and active. If you are a beginner in writing naval correspondence, refer to the *Department of the Navy Correspondence Manual* for more information on correct writing and formatting requirements.

Your writing should follow a straightforward style: (1) Open with the most important information, (2) taper off with the least important, and (3) keep sentences short and to the point.

When you write a letter, think about the one sentence you would keep if you could have only one. That is your key sentence—the one that gives your main point. If possible, begin with your key sentence; but be sure to use it within the first paragraph.

- 1000 Series—MILITARY PERSONNEL. Includes subjects relating solely to the administration of military personnel.
- 2000 Series—TELECOMMUNICATIONS. Includes subjects relating to general communication matters and to communication systems and equipment.
- 3000 Series—OPERATIONS AND READINESS. Includes subjects relating to such matters as operational plans, fleet operations, operational training and readiness, warfare techniques, operational intelligence, and research and development.
- 4000 Series—LOGISTICS. Includes subjects relating to the logistical support of the Navy and Marine Corps, including procurement, supply control, property redistribution and disposal, travel and transportation, maintenance, construction, and concersion, production and mobilization planning, and foreign military assistance.
- 5000 Series—GENERAL ADMINISTRATION AND MANAGEMENT. Includes subjects relating to the administration, organization, and management of the Department of the Navy, including general personnel matters, security, external relations, law and legal matters, office services, and publication and printing matters.
- 6000 Series—MEDICINE AND DENTISTRY. Includes subjects relating to medical matters, such as physical fitness, general medicine, special or preventive medicine, dentistry, medical equipment and supplies.
- 7000 Series—FINANCIAL MANAGEMENT. Include subjects relating to the financial administration of the Department of the Navy, including budgeting, disbursing, accounting, auditing, industrial and other special financing matters, and statistical reporting.
- 8000 Series—ORDNANCE MATERIAL. Includes subjects relating to all types of ordnance material and weapons, including ammunition and explosives, underwater ordnance materials, guided missiles, and miscellaneous, ordnance equipment.
- 9000 Series—SHIPS DESIGN AND MATERIAL. Includes subjects relating to such matters as the design, characteristics, and readiness of ships, and to ship's material and equipment.
- 10000 Series—GENERAL MATERIAL. Includes subjects relating to general categories of materials not included in the specialized material groups. It includes photographic equipment and accessories, general machinery and tools, personnel material, and miscellaneous categories.
- 11000 Series—FACILITIES AND ACTIVITIES ASHORE. Includes subjects relating to ashore structures and facilities, fleet facilities, transportation facilities, utilities and services, and other similar subjects.
- 12000 Series—CIVILIAN PERSONNEL. Includes subjects relating to the admininstration of civilian personnel.
- 13000 Series—AERONAUTICAL AND ASTRONAUTICAL MATERIAL. Includes subjects relating to aeronautical and astronautical material, including parts, accessories, and instruments; special devices; armament; aerological equipment weapons systems, types of aircraft; and astronautic vehicles.
- 16000 Series—COAST GUARD MISSIONS. Includes subjects relating to the administration and mission of the U.S. Coast Guard.

Figure 2-19.—Major subject groups of the standard subject identification codes.

Remember to keep ideas orderly; state requests before justifications, answers before explanations, conclusions before discussions, summaries before details, and the general before the specific.

Delay your main point to soften bad news or to introduce a controversial proposal, but don't delay routinely. Readers, like listeners, are put off by people who take forever to get to the point. To end most letters, just stop.

Reading slows with every glance from the text to a reference citation. Use only those references that bear directly on the subject at hand. Avoid unnecessary or complicated references. Reading letters that overuse references is like driving in reverse through alphabet soup. If you do use references, be sure to mention in the text any reference cited in the reference block. List references in the reference block by following the order of their appearance in the text.

When writing a response to an earlier communication, subordinate it to your main point. Don't waste the opening—the strongest place in a letter—by merely summarizing a reference or saying you received or reviewed something.

Example: Reference (a) recommended the re-establishment of training in the field of transportation management. Reinstitution of this training is strongly supported.

Better: We strongly support the recommendation in reference (a) to re-establish transportation management training.

When writing, use short paragraphs; long paragraphs cause main ideas to get lost. Cover one topic completely before starting another; but keep paragraphs short, roughly four or five sentences. Now and then, you may use a one-sentence paragraph to highlight an important idea. Short paragraphs are especially important at the start of letters because readers become discouraged if you start out with long paragraphs.

A paragraph may need a topic sentence, or it may not. The topic sentence of a paragraph is like the main point of a letter; both are general statements that you develop later. Even though you could write a short and simple letter as one unbroken paragraph, divide it for ease of reading.

So far we have talked about structuring letters and paragraphs to call attention to important

ideas. Next, we will talk about four ways to avoid sentences that mumble.

1. Subordinate, or reemphasize, minor ideas. In other words, place them in dependent clauses rather than in the main (or required) part of the sentence. Besides clarifying the relationship between ideas, subordination prevents the overuse of *and*, the weakest of all conjunctions.

Example: The naval station exchange uses a similar contractor service and saves its patrons about 15 percent. (Two ideas presented in two independent clauses as equally important.)

Better: By using a similar contractor service, the naval station exchange saves its patrons about 15 percent. (One idea—using a similar contractor service—presented in dependent clause as less important than the idea presented in main part of the sentence.)

2. Place ideas deliberately. Start and finish a sentence any way you like, but keep in mind that ideas gain emphasis when they appear at either end. Putting an idea in the middle causes it to lose emphasis.

Example: We have determined that moving the computer as shown in enclosure (1) would allow room for another cabinet to be installed.

Better: Moving the computer as shown in enclosure (1) would allow room for another cabinet.

3. Use more parallelism. Express two or more equally important ideas in similar words and similar constructions. Parallelism saves words, clarifies ideas, and provides balance. Parallelism means that when you use a coordinating conjunction (*and*, *but*, *nor*, *yet*), nouns, adjectives, dependent clauses, and so on, should match in each part of the sentence. They should have the same grammatical form and structure.

Example: A good writer must be precise and have originality. (Precise is an adjective; originality is a noun.)

Better: A good writer must be precise and original. (Both precise and original are adjectives.)

4. Use some mini-sentences. Sentences should generally be 20 words or less. However, occasionally using sentences of six words or less slows down the reader and emphasizes ideas.

Example: I can get more information if each of you gives me less. Here's why. In a week, about 110 staff actions show up in my in-box. I could handle that in a week if all I did was work the in-box. Yet 70 percent of my time in the headquarters goes not to the in-box but to briefings. I could handle that dilemma, too—by listening to briefings and thinking about staff papers at the same time.

Make your writing as formal or informal as the situation requires, but do so with language you might use in speaking. The most readable writing “sounds” like people talking to people.

To make your writing more like speaking, begin by imagining your reader is sitting across from you. Write with personal pronouns, everyday words, and short sentences. Don't go out of your way to use personal pronouns, but don't avoid them. Speak of your activity, command, or office as we, us, and our. When you are writing to many addressees, speak directly to one reader; only one person reads your writing at any one time.

Example: All addressees are requested to provide inputs of desired course content.

Better: Please send us your recommendations for course content.

When you write directives, look for opportunities to talk directly to a user. Procedures, checklists, or other how-to instructions lend themselves to this cookbook approach. Imagine someone has walked up to you and asked what to do. The following example is from a notice that repeated *the duty officer* dozens of times:

Example: *The duty officer* will verify that security responsibilities have been completed by putting *his/her* initials in the checklist.

Better: When *you* complete the inspection, initial the checklist.

Sentences that give directions lead with verbs; *you* is simply implied. This direct approach requires imagination more than technical skill. Think of writing not as words on a page but as speaking from a distance.

Multiplied across an entire letter, roundabout sentences like those in the next examples do severe damage. We would be laughed out of the room if we talked that way. Ordinary English is shorter, clearer, and just as official:

Example: It is necessary that the material be received in this office by 10 June.

Better: We need the material by 10 June.  
(or) The material must reach us by 10 June.

*It is* and *this command* complicate the next example. They force readers to put back the pronouns the writer took out. To make matters worse, the first *it is* refers to the reader while the second refers to the sender.

Example: If it is desired that Marines be allowed to compete for positions on the pistol team, this command would be happy to establish and manage team tryouts. It is recommended that tryouts be conducted soon to ensure . . . .

Better: If you allow Marines to compete for positions on the pistol team, we would be happy to establish and manage the tryouts. We recommend that tryouts start soon to ensure . . . .

Can you overdo personal pronouns? Yes you can. You can use so many pronouns that you obscure the subject, and no number of them will overcome confused thinking. Besides, some subjects don't lend themselves to pronouns. The description of a ship's structure, for example, isn't likely to include people. Also, criticism hurts fewer feelings if delivered impersonally. "Nothing has been done" avoids the direct attack of "You have done nothing."

If *we* or *I* opens more than two sentences in a row, the writing becomes monotonous and may suggest self-centeredness. Sometimes a single sentence can call too much attention to the sender: "I would like to extend *my* congratulations for a job well done." Praise should stress the reader: "Congratulations on the fine job you did."



**Table 2-1.—Simpler Words and Phrases**

Official writing does not demand big words or fat phrases. Go out of your way to use ordinary English. The result will be clear thinking and shorter writing. Asterisks mark the dirty dozen, the twelve offenders most likely to weaken your work.

| Instead of               | Try                    | Instead of             | Try                           |
|--------------------------|------------------------|------------------------|-------------------------------|
| a and/or b               | a or b or both         | deem                   | believe, consider, think      |
| accompany                | go with                | delete                 | cut, drop                     |
| accomplish               | carry out, do          | demonstrate            | prove, show                   |
| accorded                 | given                  | depart                 | leave                         |
| accordingly              | so                     | designate              | appoint, choose, name         |
| accue                    | add, gain              | desire                 | want, wish                    |
| accurate                 | correct, exact, right  | determine              | decide, figure, find          |
| additional               | added, more, other     | disclose               | show                          |
| address                  | discuss                | discontinue            | drop, stop                    |
| *addressees              | you                    | disseminate            | give, issue, pass, send       |
| addressees are requested | (omit), please         | due to the fact that   | due to, since                 |
| adjacent to              | next to                | during the period      | during                        |
| advantageous             | helpful                | effect modifications   | make changes                  |
| adversely impact on      | hurt, set back         | elect                  | choose, pick                  |
| advise                   | recommend, tell        | eliminate              | cut, drop, end                |
| afford an opportunity    | allow, let             | employ                 | use                           |
| aircraft                 | plane                  | encounter              | meet                          |
| allocate                 | divide, give           | endeavor               | try                           |
| anticipate               | expect                 | ensure                 | make sure                     |
| a number of              | some                   | enumerate              | count                         |
| apparent                 | clear, plain           | equipments             | equipment                     |
| appreciable              | many                   | equitable              | fair                          |
| appropriate              | (omit), proper, right  | equivalent             | equal                         |
| approximately            | about                  | establish              | set up, prove, show           |
| arrive onboard           | arrive                 | evidenced              | showed                        |
| as a means of            | to                     | evident                | clear                         |
| ascertain                | find out, learn        | exhibit                | show                          |
| as prescribed by         | in, under              | expedite               | hasten, speed up              |
| *assist, assistance      | aid, help              | expeditious            | fast, quick                   |
| attain                   | meet                   | expend                 | spend                         |
| attempt                  | try                    | expertise              | ability, skill                |
| at the present time      | at present, now        | expiration             | end                           |
| be advised               | (omit)                 | facilitate             | ease, help                    |
| benefit                  | help                   | failed to              | didn't                        |
| by means of              | by, with               | feasible               | can be done, workable         |
| capability               | ability, can           | females                | women                         |
| caveat                   | warning                | finalize               | complete, finish              |
| close proximity          | near                   | for a period of        | for                           |
| combat environment       | combat                 | for example, — etc.    | for example, such as          |
| combined                 | joint                  | forfeit                | give up, lose                 |
| *commence                | begin, start           | for the purpose of     | for, to                       |
| comply with              | follow                 | forward                | send                          |
| component                | part                   | frequently             | often                         |
| comprise                 | form, include, make up | function               | act, role, work               |
| concerning               | about, on              | furnish                | give send                     |
| consequently             | so                     | has a requirement for  | needs                         |
| consolidate              | combine, join, merge   | herein                 | here                          |
| constitutes              | is, forms, make up     | heretofore             | until now                     |
| contains                 | has                    | herewith               | below, here                   |
| convene                  | meet                   | however                | but                           |
| currently                | (omit), now            |                        |                               |
|                          |                        | identical              | same                          |
|                          |                        | identify               | find, name, show              |
|                          |                        | immediately            | at once                       |
|                          |                        | impacted               | affected, changed             |
|                          |                        | *implement             | carry out, start              |
|                          |                        | *in accordance with    | by, following, per, under     |
|                          |                        | in addition            | also besides too              |
|                          |                        | in an effort to        | to                            |
|                          |                        | inasmuch as            | since                         |
|                          |                        | in a timely manner     | on time, promptly             |
|                          |                        | inception              | start                         |
|                          |                        | incumbent upon         | must                          |
|                          |                        | inform                 | tell                          |
|                          |                        | indicate               | show, write down              |
|                          |                        | indication             | sign                          |
|                          |                        | initial                | first                         |
|                          |                        | initiate               | start                         |
|                          |                        | in lieu of             | instead of                    |
|                          |                        | in order that          | for, so                       |
|                          |                        | *in order to           | to                            |
|                          |                        | in regard to           | about, concerning, on         |
|                          |                        | inter alia             | (omit)                        |
|                          |                        | interface with         | meet, work with               |
|                          |                        | interpose no objection | don't object                  |
|                          |                        | *in the amount of      | for                           |
|                          |                        | *in the event that     | if                            |
|                          |                        | in the near future     | shortly, soon                 |
|                          |                        | in the process of      | (omit)                        |
|                          |                        | in view of             | since                         |
|                          |                        | in view of the above   | so                            |
|                          |                        | is applicable to       | applies to                    |
|                          |                        | is authorized to       | may                           |
|                          |                        | is in consonance with  | agrees with, follows          |
|                          |                        | is responsible for     | (omit), handles               |
|                          |                        | it appears             | seems                         |
|                          |                        | *it is                 | (omit)                        |
|                          |                        | it is essential        | must, need to                 |
|                          |                        | it is requested        | please, we request, I request |
|                          |                        | liaison                | discussion                    |
|                          |                        | limited number         | few                           |
|                          |                        | limitations            | limits                        |
|                          |                        | magnitude              | size                          |
|                          |                        | maintain               | keep, support                 |
|                          |                        | majority of            | most                          |
|                          |                        | maximum                | greatest, largest, most       |
|                          |                        | methodology            | method                        |
|                          |                        | minimize               | decrease, lessen, reduce      |
|                          |                        | minimum                | least, smallest               |
|                          |                        | modify                 | change                        |
|                          |                        | monitor                | check, watch                  |

**Table 2-1.—Simpler Words and Phrases—Continued**

| Instead of                      | Try                  | Instead of                      | Try                | Instead of                        | Try                 |
|---------------------------------|----------------------|---------------------------------|--------------------|-----------------------------------|---------------------|
| necessitate . . . . .           | cause, need          | reflect . . . . .               | say, show          | *this activity, command . . . . . | us, we              |
| notify . . . . .                | let know, tell       | regarding . . . . .             | about, of, on      | timely . . . . .                  | prompt              |
| not later than 10 May . . . . . | by 10 May            | relative to . . . . .           | about, on          | time period . . . . .             | (either one)        |
| not later than 1600 . . . . .   | before 11 May        | relocate . . . . .              | move               | transmit . . . . .                | send                |
| notwithstanding . . . . .       | by 1600              | remain . . . . .                | stay               | -type . . . . .                   | (omit)              |
| numerous . . . . .              | in spite of, still   | remainder . . . . .             | rest               | under the provisions of . . . . . | under               |
| objective . . . . .             | many                 | remuneration . . . . .          | pay, payment       | until such time as . . . . .      | until               |
| obligate . . . . .              | aim, goal            | render . . . . .                | give, make         | *utilize, utilization . . . . .   | use                 |
| observe . . . . .               | bind, compel         | represents . . . . .            | is                 |                                   |                     |
| on a — basis . . . . .          | see                  | requests . . . . .              | ask                |                                   |                     |
| operate . . . . .               | (omit)               | require . . . . .               | must, need         | validate . . . . .                | confirm             |
| optimum . . . . .               | run, use, work       | requirement . . . . .           | need               | viable . . . . .                  | practical, workable |
| option . . . . .                | best, greatest, most | reside . . . . .                | live               | vice . . . . .                    | instead of, versus  |
|                                 | choice, way          | retain . . . . .                | keep               |                                   |                     |
| parameters . . . . .            | limits               |                                 |                    | warrant . . . . .                 | call for, permit    |
| participate . . . . .           | limits               | said, some, such . . . . .      | the, this, that    | whereas . . . . .                 | because, since      |
| perform . . . . .               | take part            | slection . . . . .              | choice             | with reference to . . . . .       | about               |
| permit . . . . .                | do                   | set forth in . . . . .          | in                 | with the exception of . . . . .   | except for          |
| pertaining to . . . . .         | about, of, on        | similar to . . . . .            | like               | witnessed . . . . .               | saw                 |
| point in time . . . . .         | point, time          | solicit . . . . .               | ask for, request   |                                   |                     |
| portion . . . . .               | part                 | state-of-the-art . . . . .      | latest             | your office . . . . .             | you                 |
| possess . . . . .               | have, own            | subject . . . . .               | the, this, your    | / . . . . .                       | and, or             |
| practicable . . . . .           | practical            | submit . . . . .                | give, send         |                                   |                     |
| preclude . . . . .              | prevent              | subsequent . . . . .            | later, next        |                                   |                     |
| previously . . . . .            | earlier, past        | substantially . . . . .         | after, later, then |                                   |                     |
| prioritize . . . . .            | before               | substantial . . . . .           | large, much        |                                   |                     |
| prior to . . . . .              | before               | successfully complete . . . . . | complete, pass     |                                   |                     |
| proceed . . . . .               | rank                 | sufficient . . . . .            | enough             |                                   |                     |
| procure . . . . .               | before               | take action to . . . . .        | (omit)             |                                   |                     |
| proficiency . . . . .           | do, go ahead, try    | task . . . . .                  | ask                |                                   |                     |
| *promulgate . . . . .           | buy                  | terminate . . . . .             | end, stop          |                                   |                     |
| provide . . . . .               | skill                | the month of . . . . .          | (omit)             |                                   |                     |
| provided that . . . . .         | issue, publish       | there are . . . . .             | (omit), exist      |                                   |                     |
| provides guidance for . . . . . | give, offer, say     | therefore . . . . .             | so                 |                                   |                     |
| purchase . . . . .              | if                   | therein . . . . .               | there              |                                   |                     |
| pursuant to . . . . .           | guides               | there is . . . . .              | (omit), exists     |                                   |                     |
|                                 | buy                  | thereof . . . . .               | its, their         |                                   |                     |
|                                 | by, following,       | the undersigned . . . . .       | I                  |                                   |                     |
|                                 | per, under           | the use of . . . . .            | (omit)             |                                   |                     |

Stressing the reader's interests is a matter of attitude more than pronouns, but pronouns contribute. "The help *you* receive" suggests more concern for readers than "the help *we* provide." By being sensitive to the difference, you are more likely to meet your reader's needs.

Don't use big words when little ones will do. (See table 2-1.) Rely on everyday words. People who *speak* with small words often think they must burden their *writing* with needlessly large words. Do you remember the city dude in those old Western movies who overdressed to impress the folks at the ranch? Overdressed writing fails just as foolishly. All writers try to impress readers. The best do it through language that doesn't call attention to itself. Size of vocabulary is less important than skill in using the words you already know.

Normally, use short, commonly spoken transitional words instead of long, bookish ones. Use long transitional words occasionally for variety. By using short ones, you help set an ordinary tone for the whole sentence.

| <u>BOOKISH</u> | <u>SPOKEN</u> |
|----------------|---------------|
| consequently   | so            |
| however        | but           |
| in addition    | also          |
| nevertheless   | still         |

Avoid the needless complications of legalistic lingo. Let a directive's number or a letter's signature carry the authority. You risk being wordy and pompous by trying to put that authority in your language. Write to *express* not to *impress*.

| <u>LEGALISTIC</u> | <u>NORMAL</u> |
|-------------------|---------------|
| aforesaid         | the, that     |
| heretofore        | until now     |
| herewith is       | here is       |
| notwithstanding   | in spite of   |
| the undersigned   | I             |

Don't be afraid to use some contractions in your writing. If you are comfortable with contractions, your writing is likely to read easily, for you will be "speaking" on paper.

Be concrete in your writing. Don't use a general word if the context allows for a specific one. Be as definite as the situation permits.

If you write, "The solution to low morale and poor discipline is good leadership," your readers may feel warm all over. But until you point out some specific behavior meant by *low morale*, *poor discipline*, and *good leadership*, neither you nor your readers can tackle the problem. Similarly, don't use a general word if the context allows for a specific one. Be as definite as the situation permits.

Performance evaluations suffer when writers make extravagant, unsupported claims. Effective evaluations show what a person did and how well it was done. They are concrete enough to inspire confidence in the writer's judgment about the ratee's performance and potential. Break long sentences into manageable units. Then prune needless words and ideas.

Example: It is requested that attendees be divided between the two briefing dates with the understanding that any necessary final adjustments will be made by OP-96 to facilitate equitable distribution. (29 words)

Improved: It is requested that attendees be divided between the two briefing dates. Any necessary final adjustments will be made by OP-96 to facilitate equitable distribution. (12 and 13 words)

Better: Send half your people on one day and half on the other. OP-96 will make final adjustments. (12 and 5 words)

A request gains emphasis when it ends with a question mark. Look for opportunities to reach out to your reader:

Example: Request this command be notified as to whether the conference has been rescheduled.

Better: Has the conference been rescheduled?

Without generalizations and abstractions, lots of them, we would drown in detail. We sum up vast amounts of experience when we speak of

dedication, programs, hardware, and lines of authority. But such broad language isn't likely to evoke in a reader's mind the same experiences it evokes in a writer's. Lazy writing overuses such vague terms. Often it weakens them further by substituting adjectives; for example: immense dedication, enhanced programs, viable hardware, and responsive lines of authority.

| <u>FOR</u>      | <u>TRY</u>                    |
|-----------------|-------------------------------|
| aircraft        | plane                         |
| plane           | F-18                          |
| improved costs  | lower costs                   |
| enhanced method | faster method; cheaper method |

*Tone* —a writer's attitude toward the subject or readers—causes relatively few problems in routine letters. The rules are straight forward. Subordinates may suggest, request, or recommend, but only superiors may direct. Although pronouns are acceptable, don't "get personal." Courtesy is required; warmth is not.

Because much of our writing is routine, tone causes problems when the subject matter is delicate. The more sensitive the reader or issue, the more careful we must be to promote good will. Tactlessness in writing suggests clumsiness in general. When feelings are involved, one misused word can make an enemy.

What do you think of an organization that would send a letter containing the following sentences?

At our last meeting you requested agenda topics for a meeting of the Committee on Atmosphere and Oceans. I certainly support this interagency grouping as it may serve as an appropriate forum for addressing our marine technology needs and concerns.

The first sentence is just lazy, for it does no more than repeat the request. The real trouble comes from the second sentence, whose attempt at good will backfires. *Certainly* is a needless intensifier, like many words ending in /y. *Interagency grouping* is pompous for *group*. *Needs and concerns* add bulk; only one of the words is needed. *Certainly support this* is undermined by *it may serve*. *May serve*? The issue

isn't whether the group should exist but what it should discuss.

The person who signed the letter improved the passage by dropping the second sentence and making the first one do more work:

As you requested, I am submitting some agenda topics for the meeting of the Committee on Atmosphere and Oceans.

Now imagine you have asked for more time to complete a correspondence course. Here is the last sentence of the letter that turns you down:

If we can be of further assistance, please do not hesitate to write.

Beware of such rubber-stamp endings. They don't improve good letters or save bad ones. To the reader whose request has been denied, *further assistance* promises further disappointment. The closing sentence should be dropped entirely or tied to the rest of the letter:

This setback aside, we hope you will take advantage of other correspondence courses available to you.

Most no answers need some explanation. Yes answers need little explanation because readers get what they want.

Finally, imagine you are a reservist who has asked to stay on active duty even though you have a serious illness. How would the following answer strike you?

Because you have failed to pass the prescribed physical examination, you will be removed from active duty.

*Failed? Removed?* Those words hint at crime and punishment. To avoid such tactlessness, the writer should have used positive wording.

| <u>NEGATIVE</u>            | <u>POSITIVE</u>       |
|----------------------------|-----------------------|
| Opportunity is limited.    | Competition is keen.  |
| Stop writing badly.        | Start writing well.   |
| Don't use the small hoist. | Use the big hoist.    |
| The cup is half empty.     | The cup is half full. |

The positive approach would remove some of the sting from the reservist's answer. Here are two possibilities:

Better: Given the results of your physical examination, we must transfer you to the Retired Reserve.

Better: In light of your physical examination and the need to administer the examination program fairly, we have decided in favor of your transfer to the Retired Reserve.

When writing a letter to inform someone of negative information, stress some positive aspects about the person or the situation. For example, the writer of the preceding letter to the reservist could have opened by acknowledging the favorable endorsements that accompanied the request to stay on active duty. The writer could have closed by thanking the reservist for his or her time of service. This tactful arrangement would have helped to soften the bad news.

In writing, give your ideas no more words than they deserve. The longer you take to say things, the weaker you come across and the more you risk blurring important ideas. You must suspect wordiness in everything you write. When you revise, tighten paragraphs to sentences, sentences to clauses, clauses to phrases, phrases to words, words to pictures, or strike the ideas entirely. To be easy on your readers, you must be hard on yourself.

No phrases hurt naval writing more than *it is* and *there is* or *there are*. They stretch sentences, delay meaning, hide responsibility, and encourage passive verbs. Avoid using these phrases.

#### NOT

It is requested

It is my intention

It is necessary that you

There is a serial number on the letter.

There are several files missing.

#### BUT

We request, please

I intend

You need to; you must

A serial number is on the letter.

Several files are missing.

Example: It is mandatory that all active-duty personnel receive flu vaccinations.

Better: All active-duty personnel must receive flu vaccinations.

Example: There will be a meeting of the Human Relations Council at 1000 on 26 July in the main conference room.

Better: The Human Relations Council will meet at 1000 on 26 July in the main conference room.

Wordy expressions don't give writing impressive bulk; they clutter it by getting in the way of the words that carry meaning. Here are some repeat offenders:

#### NOT

for the purpose of

in accordance with

in order to

in the event that

in the near future

#### BUT

for, to

by, following, per, under

to

if

soon

Wordy expressions dilute the meaning of the sentences in the next examples:

Example: In accordance with reference (b), you may pay the claim with a check in the amount of \$300.

Better: Under reference (b), you may pay the claim with a check for \$300.

Words ending in -ion and -ment are verbs turned into nouns. Whenever the context permits, change these words to verb forms. By favoring verb forms, your sentences will be shorter and livelier.

Example: Use that format for the preparation of your command history.

Better: Use that format to prepare your command history.

Example: The development of an effective system depends on three factors.

Improved: Developing an effective system depends on three factors.

Better: An effective system depends on three factors.

As the writer, you may see some differences between *advise* and *assist*, *interest* and *concern*, or *thanks* and *gratitude*. But your readers won't. Repeating a general idea can't make it any more precise. Simple subtraction will overcome the use of similar words such as these:

Example: We must comply with the standards and criteria for controlling and reducing environmental pollution.

Better: We must comply with the standards for reducing environmental pollution.

Avoid hut-2-3-4 phrases—long chains of nouns and modifiers. Readers can't tell what adjective modifies what noun or where the modifiers end. We must live with some official hut-2-3-4 phrases, such as fleet-oriented consolidated stock list, but you can avoid forming unofficial phrases. Rearrange modifiers or rewrite such phrases entirely:

Example: The Board of Inspection and Survey service acceptance trials requirements

Better: requirements by the Board of Inspection and Survey for service acceptance trials

Excessive abbreviating is false economy. Use abbreviations no more than you must with insiders and avoid them entirely with outsiders. Spell out an unfamiliar abbreviation the first time it appears. If it appears only twice or infrequently, spell out the term each time and avoid the abbreviation entirely. Put clarity before economy.

Example: Marine Corps Development and Education Command (MCDEC)

Passive verbs cause problems. They make writing wordy, roundabout, and sometimes downright confusing. Learn how to spot passive verbs and make them active. Most sentences should use a who-does-what order. By leading with the doer, you automatically avoid a passive verb.

Passive: The ship was inspected by the skipper.

Active: The skipper inspected the ship.

A verb in the passive voice uses any form of *to be* (am, is, are, was, were, be, being, been) plus the past participle of a main verb, such as driven or inspected. Unlike sentences with active verbs, sentences with passives don't need to show who or what has done the verb's action. Most passives just imply the "doer," which can sometimes make the sentence unclear. Use one of three cures for passive verbs.

#### 1. Put a doer before the verb:

Example: Appropriate clothing will be worn by all personnel.

Improved: All personnel will wear appropriate clothing.

Better: Wear appropriate clothing.

#### 2. Drop part of the verb:

Example: Then he was transferred to Norfolk.

Better: Then he transferred to Norfolk.

#### 3. Change the verb:

Example: Personnel are prohibited from doing so.

Better: Personnel must not do so.

Write passively if you have good reason to avoid saying who or what has done the verb's action. You might do that when the doer is unknown, unimportant, obvious, or better left unsaid. When in doubt, write *actively*, even though the doer may seem obvious. You will write livelier sentences (not, livelier sentences will be written by you).

## SUMMARY

In this chapter we discussed the work center schedule, how to manage your time, and the importance of a smoothly run work center.

You must seek self-improvement through leadership self-assessment to become a leader of Navy men and women. While assessing your leadership skills, keep in mind that no "best" leadership method exists. You may have to change your leadership behavior to fit your changing work environment.

The Navy's Enlisted Performance Evaluation System provides a fair and accurate profile of a service member and provides a method of ranking members in comparison to their peers. The Enlisted Performance Evaluation Report is an important management tool; however, counseling should also be an integral part of the evaluation process. It will help give proper perspective and meaning to the performance appraisal. The importance of the performance evaluation process cannot be overemphasized; it is an integral and a vital part of each person's military career.

The ability to draft different types of official letters, messages, and reports is one of the many tasks demanded of a PO1. Each type of correspondence has its own set of standards. These standards will help you prepare correspondence that is complete and understandable. They also help to ensure correspondence gets where it is intended to go.

## REFERENCES

*Career Information Program Management*, NAVEDTRA 10238-A, Naval Education and Training Program Management Support Activity, Pensacola, Fla., 1990.

*Military Requirements for Chief Petty Officers*, NAVEDTRA 12047, Naval Education and Training Program Management Support Activity, Pensacola, Fla., 1992.

*Personnelman 3 & 2*, NAVEDTRA 10254-D1, Naval Education and Training Program Management Support Activity, Pensacola, Fla., 1987.

*Standard Organization and Regulations of the U.S. Navy*, OPNAVINST 3120.32B, Office of the Chief of Naval Operations, Washington, D.C., 1986.

## KNOT

The term knot, or nautical mile, is used worldwide to denote a vessel's speed through water. Today we measure knots with electronic devices, but 200 years ago such devices were unknown. Ingenious mariners devised a speed-measuring device both easy to use and reliable: the log line. *From that device we get the term knot.*

The log line was a length of twine marked at 47.33-foot intervals by colored knots. At one end was fastened a log chip; it was shaped like the sector of a circle and weighted at the rounded end with lead. When thrown over the stern, the log chip would float pointing upward and remain relatively stationary.

To measure the ship's speed, a sailor would throw the log line over the stern and allow it to run free over the side for 28 seconds before hauling it aboard. He then counted the knots that had passed over the side to determine the ship's speed.

